

THE DEAF
American

ROBERT FREIMAN: Artist Of Two Worlds

'Nicole' de Paris

THE NATIONAL MAGAZINE FOR ALL THE DEAF

**November
1973**

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The Editor's Page

Adventures in Editing

From time to time, this editor—as is the case with other editors—goofs. He is guilty of oversights and blunders. He fails to catch errors that should have been obvious. He has lapses in editorial judgment. He misplaces manuscripts and pictures.

We have decided to tell about our goofs and call them "Adventures in Editing." For convenience, numbers will be assigned to instances. Now for two from the October 1973 issue:

AE-1: On page 36 appeared a resolution about centers and services for deaf-blind children. It was supposed to have been followed by a parenthetical request—(Little Paper Family: please copy). This line got shifted to a Minnesota Association of the Deaf resolution on page 41. We failed to indicate clearly to the printers where the cut in a galley of agate type was to be made in making up.

AE-2: The head on the World Games for the Deaf on page 13 read: "It's Official Now: USA Wins World Games"

We should have looked askance at the "Official" as is evidenced by the following letter from Jerald M. Jordan, President, Comité International des Sports Silencieux:

Dear Editor:

I have read with great interest the October story on the Malmo Games. The story is comprehensive and captures the excitement and color of the Games.

It is a widespread practice among sports writers to do a "medal count" at such affairs. The practice is deplored by the International Olympic Committee and by us because the World Games for the Deaf, like the Olympics, are a contest of **individuals**, not nations. Only in team sports can one say that a country's team won.

Therefore I must take issue with the headline, "It's Official Now: USA Wins World Games." The only **official** results are those issued by CISS and CISS has never proclaimed the USA (or any other nation) the winner of the Games.

Very truly yours,
/s/ Jerald M. Jordan
President

Hereafter we'll try to be more alert.

On Being a Good Neighbor

All deaf people have hearing neighbors, whether in a metropolitan apartment complex at one extreme or in a rural set-

ting at the other. Times change, to be true, but relationships tend to carry the same implications—some sharing is the way of life for all concerned.

In recent years the advent of the teletypewriter has made many deaf people more independent to the extent of not having to impose upon neighbors for telephone calls. Nonetheless, neighbors are still neighbors. Some deaf people develop strong ties with their neighbors; others limit themselves to a nodding acquaintance.

Over the years, most deaf people who have had children and who have spent some time in the same surroundings have found that these children provide the strongest link with the community. Deaf people without children and with a tendency to mobility may have a variety of experiences to relate.

Being a good neighbor calls for adequate communication—and for frequent reference to the Golden Rule. People are people whether or not they have a hearing impairment.

We are sure our readers have experiences with neighbors they would like to share. Guidelines for satisfactory relationships are obvious, but we invite Letters to the Editor citing unusual incidents or satisfactory relationships.

The Washington Scene

Last month we had occasion to mention the Rehabilitation Act of 1973. Since then, attempts have been made to ascertain implementation as regards the deaf. Latest information is that regulations are still being written and that Health, Education and Welfare is uncertain as to its course, what with administrative changes already made and likely to be made.

We're Very Late—Mechanical Difficulties

THE DEAF AMERICAN has been coming out late for a long time. The November issue is even later due to mechanical difficulties—in typesetting of agate type used for cutlines and listings in the Order of the Georges and contributors to the Halex House Building Fund.

We told the printers to set the cutlines in eight point type and advised them if corrections in the listings could not be made in time to go to press we would postpone publication of one or both the two lists.

We have just read galley proofs of the cutlines and like the larger size type to the extent we are halfway inclined to go to the eight point type hereafter. Comment?

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NOVEMBER, 1973

Robert Freiman—Artist Of Two Worlds

By FELIX KOWALEWSKI

In March 1917, Robert Freiman was born deaf in New York City. His father, Vienna born, came to this country when he was a year old. His mother was American, born of Russian parents.

At the age of two and a half, Robert entered the Wright Oral School, a private school no longer in existence. At the age of four he attended the Lexington School for the Deaf on Lexington Avenue at 67th Street in New York City and was educated there for about 12 years. When he was transferred to the Fanwood School, a military school for boys, he found that he would have to stay there for two more years to graduate.

Given Regents tests by Columbia University he ranked third among his fellow students and was offered a preparatory education at Gallaudet College. At that time he had already applied for enrollment in the National Academy of Design and had been accepted. He decided not to go to Gallaudet because he had his heart set on art as his future livelihood and career.

Now to digress, let us quote from "Two Worlds" written by Rosette C. Lamont for the August 1971 *Inquirer and Mirror*, Nantucket, Mass. Ms. Lamont, Paris-born, is a professor of French literature at New York University. She writes on Contemporary European Theatre and has recently been awarded a Guggenheim Fellowship for the Novel and the Drama. She wrote of Freiman and his work:

Some people might say "His world is limited. He cannot hear." Those who know him smile and wait for the dawning of a fresh realization in the speaker. If anything, the loss of that sense has opened Robert Freiman, the artist, to the world of colors and forms. Their language is universal. Yet Freiman speaks



Robert Freiman—Self-portrait in pencil.

two tongues and reads lips in both French and English. He is an American who spends half of his year in France, at Saint-Paul de Vence. Saint-Paul and Nantucket are his two worlds.

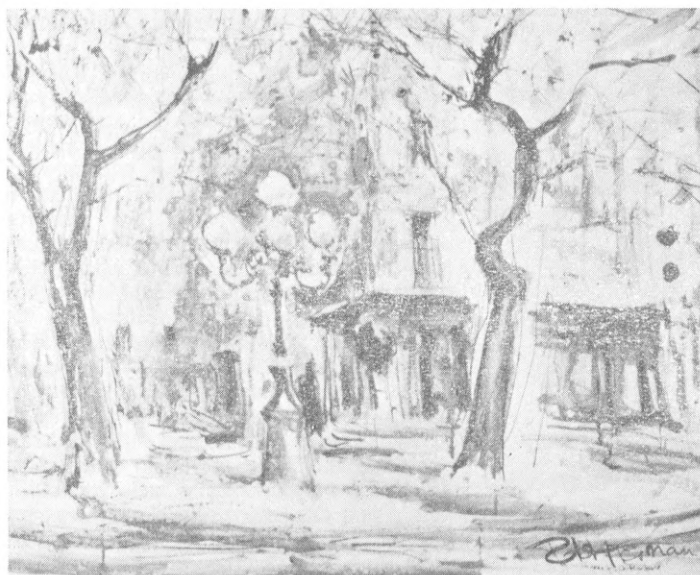
In the summer of 1938, a young man of 21 arrived on the island of Nantucket to paint and study with the famous artist Frank Chase. Ever since Robert Freiman has been spending summers here. In the fall he returns to New York where he keeps a small apartment. Soon after Christmas he leaves for France where he loves to paint on the Riviera. His studies also took him from one continent to another. In New York he trained at the Art Students' League and the National Academy of Design. At Fontainebleau he attended the Ecole des Beaux-

Arts where he received a first prize in 1950 from the French Republic. His work is represented in the permanent collections of the Boston Art Museum, the Connecticut Museum at New Britain, the Kenneth Taylor Galleries at Nantucket, and Musee Municipal de St. Paul de Vence in France and in many private collections in this country and abroad. He is a member of the American Watercolor Society.

Robert Freiman has explored various media but his favorite form is mixed media, watercolor, acrylic, pen and ink. Although watercolors tend to be sentimental, Freiman's works are so vibrant, so virile that they never run this danger. Like their creator, they are utterly generous, welcoming, all-embracing. Under a lyrical, tender surface, one feels at once the strong skeleton, the powerful muscles of a controlled form. Freiman's wonderful freedom has been won inch by inch. His joie de vivre is the result of an existential choice. He has opted for hope, for yea saying. In the *New York Journal-American*, Charles Van Rensselaer wrote: "Bob . . . has absolute color communication . . . He's not 'Op,' he's not 'Pop,' he just paints beautifully."

Freiman's deafness has kept him away from the "art scene" and its decadent falsities. He listens only to his inner voice, and that one never rings a false note. One can detect, of course, a marked influence of the French Impressionists, but after you have made this remark you must admit that Freiman has developed his personal vocabulary.

L. Nordstrom writes in *Art News* (January 1970): "His colors are strong, acting both as tonality and as movement in space." Had Marcel Proust lived to be 100, which he would have been this July



LANDSCAPES—Unfortunately, Freiman's landscape paintings do not reproduce well in black and white—in fact it is an injustice to run them above as the color work is indescribably beautiful!



Prince Deon Thai of Laos, crayon and wash.

1971, he would have doubtlessly recognized in Robert Freiman the figure of the artist he created in his novel, *Elstir*. Like Elstir who paints in Normandy, Freiman loves above all to represent an intimate interfusion of earth and water, ships which seem to float amid houses, land that juts out into the sea. Nice, Saint-Tropez, the port of Cannes, Nantucket afford the exploration of this theme. In both his worlds Freiman paints the mingling of two elements. But he is also a portrait painter and an extraordinary re-creator of flowers.

At the Hemingway Gallery Freiman exhibited almost side by side the anemones of the Riviera with the Nantucket hydrangeas. Also side by side were the portraits of the lovely Marina of the Marimekko boutique whose classical Greek beauty caught his eye and that of Nantucket's patrician and highly private professor George Wood who lives in a house on India Street inhabited by his family for 150 years. The descendant of the great whaling captains, Professor Wood is a renowned scholar, a Dante expert, now retired from Dartmouth College where he taught for 35 years. Professor Wood also belongs to more than one world as did, according to those learned gentlemen, all the Nantuckers. If Robert Freiman has not traveled to the Far East as did the ancestors of the true Nantucketers, he has been true to the tradition of the island of which he is one of the greatest painters in that he feels the need to know diverse ways of life.

Thumbing through his sketch books, one sees portraits of Queen Frederica of Greece, her son Constantine, the unfortunate king of that country, and his sister the Princess Sophia. The royal family allowed itself to be sketched on the Ile de France. In Paris, sitting at the terrasse du Cafe des Deux Maggots, the birthplace of Existentialism, Freiman sketched the sculptor Zadkine who acknowledged the likeness by writing: "Ceci est mon portrait. C'est pourquoi il est tres beau." Likewise James Baldwin,

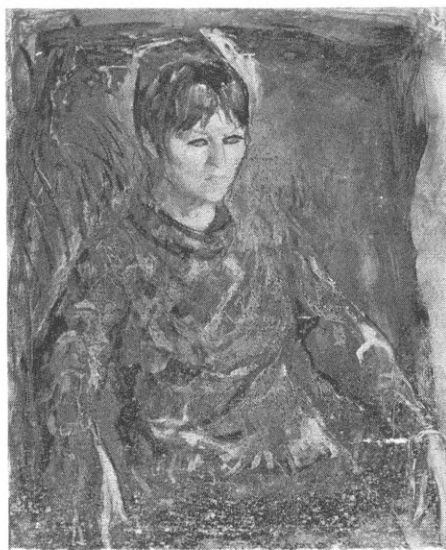
Tennessee Williams, James Joyce and his wife Gloria. The American expatriate novelist signs the portrait and states: "I think this hits us better than either of us knows." In Saint-Paul Freiman has caught on paper the artist Georges Braque, the director Henri-Georges Clouzot, the poet Prevert and actor Peter Ustinov who quips under his likeness: "It's very good. I hope it isn't too flattering!"

Although Robert Freiman belongs to two worlds he is truly a Nantucket artist. He is that because he is international in spirit. He sails forth as did the great captains, but he always returns to these shores, bringing back with him the treasures he has found abroad, shaping with his hands and mind the forms and colors of this beautiful island.

His first one man show on Nantucket was at the Hemingway Galleries. Visitors can see his work at the "Cranberry Studio" on Nantucket's Commercial Wharf.

Not yet having met Freiman personally, Felix Kowalewski, the writer of this article, must resort to more interesting quotes to give the reader a still broader view of the artist and his work. Excerpts from a Paris press release of April 1962 by Sherman Price re oils and watercolors by the contemporary American Impressionist Robert Freiman at the Galerie Marcel Bernheim: "Oils and watercolors inspired by Paris and the French Riviera . . . With most artists adrift in a sea of non-objective obscurantism it is exciting to see the familiar world revitalized through the magic of Robert Freiman's paintings. Totally deaf since birth, he sees with hungry eyes searching for extra-visual understanding. A profound relish for what he sees obviously restrains him from discarding essential form, even when moving into the realms of abstraction. Vivacious reds or brooding blues predominate in his sure-handed style that brings into harmony contrasts of the soft and the sharp, the essential and the trivial, the familiar and the little-expected . . ."

Freiman has found distinguished acceptance as a portraitist, with commissions



Rosemarie Louit, portrait.



Garconnet de St. Paul de Vence, crayon and wash.

from many prominent people, including such motion picture luminaries as Shirley Booth, Simone Signoret, Anne Bancroft, Dirk Bogarde, Marina Vlady and Georges-Henri Clouzot.

Other quotes are here given as a grand finale for this article: Sanford Low, director of the New Britain Museum of American Art says—"The work of Robert Freiman has a fortunate birthright, traditionally strong and mature, but vitally alive to all that our twentieth century means. But above all, it has substance and a remarkable adaptability to the tastes of the discerning collector or to the average person hungering for a creation that inspires and lives, and is always good company in any environment."

Pierre Rouve, in the London *Art News and Review*, says: "Water colours have been all too long a toy for pictorially minded spinsters and spinsterish painters . . . It is therefore refreshing to see them revitalized by the colourist wealth and virile handwriting of Robert Freiman probably the best American watercolorist since John Marin . . ."

Christine Gleiny, Paris, says: "The art of Robert Freiman—reveals ideas suggestive of the presence of a strong personality elevated from subtle graphism to heights of vibrant rhythm with a witty interplay between solidity and sophistication. The tonal values, the massive strength, and the movement of a gesture thus find their expression intensified."

Edward S. Shorter, Director, Columbus Museum of Arts and Crafts, states: "It is refreshing to see a young artist who is not only versatile but possesses a quality of sincerity and technical ability as well as having absorbed some of the spirit of the masters of the past. His portrait drawings recall the great French school of the late 18th century and his watercolors and oils, especially his impressions of the vanishing face of his native city, New York, are vigorous and yet sensitive. He understands the abstract but never lets

(Continued on page 8)

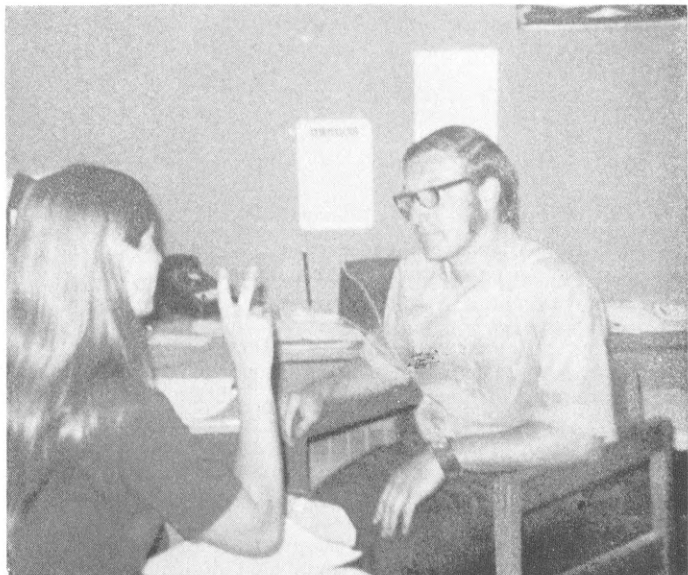
Melinda Chapel Interviews Rudolph Gawlik

Reverend Rudolph Gawlik is the popular chaplain, counselor and Rock Gospel leader whose innovative approaches to religion in deaf education have affected thousands of deaf people and their families.

A 1963 graduate of Notre Dame, where

he was a member of the Holy Cross Fathers, Rev. Gawlik came to Washington, D.C., to study theology. In 1967, he was ordained a priest. A recipient two years later of a master's degree in religious education, he has become a central figure at Gallaudet College and throughout the nation.

I asked Melinda Chapel, an English major at Gallaudet who graduated in 1969 from the Indiana School for the Deaf, to interview Rev. Gawlik. Melinda has distinguished herself for her leadership abilities with the Junior NAD and at Gallaudet. After a "very enjoyable" interview, Melinda filed this report.—Frank Bowe.



Melinda Chapel, Gallaudet College senior and the Rev. Rudolph Gawlik, Catholic chaplain on Kendall Green.

CHAPEL: What were your first reactions to deafness, deaf people, our language and lives? How did you become interested in the deaf?

GAWLIK: There is no deafness in my family and I had never met a deaf person until about 1961 in college. A good friend of mine went to Texas for some experience working in a parish and while he was there he visited the Texas School for the Deaf and began to mix with the students there. He brought "sign language" back to our seminary and asked if anyone was interested in learning it. I found sign language fascinating, probably because I am interested in languages and had a good background in college. I started to learn from a book and began to meet some of the deaf in the South Bend, Indiana, area. The more deaf people I met the more I became interested until I found myself here in Washington and began to teach religion at Kendall School. That was in 1963 and ever since then I've become more and more involved!

CHAPEL: What do you feel has helped your ability to sign be so good?

GAWLIK: Like any language, the more you use it the better you get. I've been fortunate to be in the large deaf community here at Gallaudet and that gives me plenty of exposure and practice. I suppose also that my interest in signs as a language, its beauty, its poetry has led me to watch and watch and watch, always trying to catch a new sign or a new way of saying something. I have many deaf friends to thank also; they have taught me how to sign by being my models and by being willing to talk about signs. Signs are my hobby and I keep trying to learn more and more about them to be able to communicate as well as I can with deaf people. Getting involved in singing in signs and also doing a lot of interpreting have also helped.

CHAPEL: How did you become interested in ministry at Gallaudet?

GAWLIK: While studying theology here in Washington, I had some field work as part of my preparation for the priesthood. I used to come over to Gallaudet by bus three or four times a week. Father Harry Stocks, who is now a missionary in South India and is doing some work with deaf children there, and I used to spend a lot of time talking with the students and working with the Newman Club at Gallaudet. I think that helped me to see some of the needs of Gallaudet students in the area of faith and religion. Also, I saw that the years at Gallaudet would be the last time for some of the students to have such close contact with a priest and be able to sit and talk about religion and life. Wanting to help the faith of Gallaudet students to grow and wanting them to become leaders in faith first challenged my ministry at Gallaudet. Now, of course, I see so much potential for a ministry at Gallaudet, since so many new programs have begun and since Gallaudet has grown so much.

CHAPEL: What are your ideas on teaching religion to the students?

GAWLIK: That's a hard question. Religion is a big word. I do some teaching, some explaining of the teachings of the church. But there is also a lot of counseling, interpreting, a lot of "being of service" to the Gallaudet community that I feel also can be called "religion." I mean that religion is not just knowledge but much more a way of living. As a good friend of mine said, a person can **know** the commandment "Thou shalt not kill" and still be very dangerous to have around! It's not the killing that counts. Recently I've come to think that religion is involved very much in how a person treats people, how they use their money, what they do with their time, how they see the relationship between people and things.

As far as method is concerned, it seems to me that religion has been too verbal . . . too much words, words, memorizing and copying. The non-verbal approaches appeal to me: ritual, movement, singing, appealing to the imagination and the will. Of course, words are used and are important, but the emphasis is different. On the college campus, both are extremely important because the student is expected to be able to think and handle the ideas of religion; then it is important to translate these ideas into some real values that influence the way a person lives.

CHAPEL: Do you find any difference in teaching religion to deaf students from that of hearing students?

GAWLIK: People are people. They live, grow, love, make mistakes, forgive and are forgiven, etc. Deaf persons sometimes find it hard to be current and up to date with the latest news or latest issue and that sometimes alters my own approaches to teaching. But I think the main difference comes in the demand for good communication skills and good person-to-person communication.

CHAPEL: Last year, I noticed that you had several gatherings for interested students who plan to get married. What was the purpose of these gatherings?

GAWLIK: As you well know, marriages seem to be more and more fragile these days and the divorce rates are climbing. The problems are complex but they involve the whole notion of permanent commitments and what kind of maturity it

takes to make the decision to get married. Pastor Pokorny often says that perhaps it should be more difficult for persons to get married in order to foster a better preparation for the decision to marry. For this reason, we try to have a "Pre-Marriage Counseling Group" for engaged couples, in which we try to discuss some of the issues and problems, goals and dynamics of marriage and family. We would like to have two such groups a year, one in the spring and one in the fall.

CHAPEL: When was the Rock Gospel formed? What is its purpose?

GAWLIK: Ah, now you're on a favorite topic . . . don't get me started or I will talk forever about this. I won't try to go into the whole history of Rock Gospel. Let me just say that Dan Pokorny called me up one day and asked if I would work with him on a program of rock and folk music in sign language on stage. I must admit at the time I thought he was crazy! But I said, "Yes." We put together a concert of folk and religious music in December of 1969 and with fear and trembling walked out on stage signing to music. Well, the response has been great. This is something of what I mean by a different approach to communicating a religious message. We sign, we sing, we laugh, we try to involve the audience in a total experience of being joyful **together**, of thinking about war or peace **together**; we sing a prayer **together**; we sing "We Shall Overcome" **together**. So many have told us that this is a "religious" experience. In a hall, or in an auditorium, we kind of create a "church," a "gathering" of people sharing a common feeling or message.

Recently we have had the great joy of having a band called the "Sons of Thunder" play the music and sing for us. They are a professional group who devote their full-time to evangelical concerts; it's their form of ministry.

CHAPEL: Does the band group do any other performances besides the Rock Gospel?

GAWLIK: Yes, they do have many other concerts on college campuses across the eastern United States. We have been developing our relationship with the Sons and join with them on their tours. We had a joint tour with them last summer: July 14—Kansas City; July 15—St. Louis; July 16—Memphis; July 17—Birmingham, Alabama.

CHAPEL: What is the Mark VII House? What is the purpose behind it?

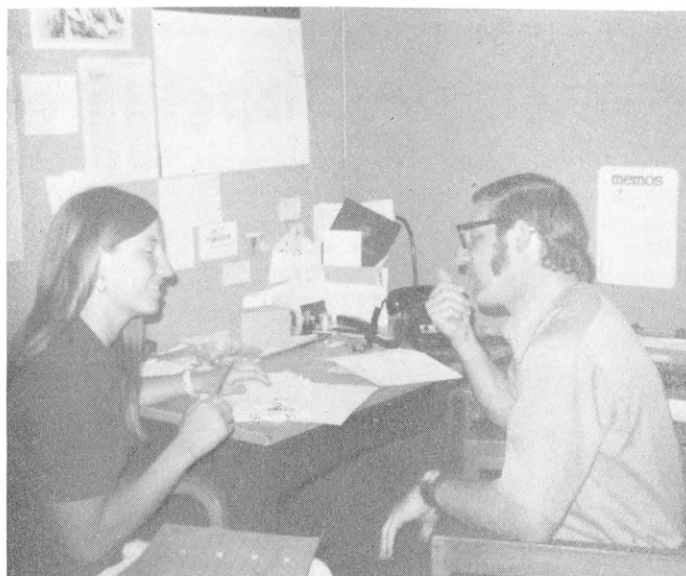
GAWLIK: "Mark VII" is a kind of dream, for a group of people who are interested in **faith** and the **deaf**. The name comes from the New Testament account of the healing of a deaf man by Jesus—the Scripture reference is Mark 7:31-37. A group of us in Washington have been trying to form an interfaith action and sharing group that will be involved in ministry to the deaf. We used a rented house for a while as a focal point for our efforts and called it "Mark VII House." We had meetings to plan religion classes, meetings to work on Rock Gospel shows, social gatherings, discussions, gatherings for deaf teens and young adults in the D.C. area. The idea is still there and we hope we can develop it.

CHAPEL: What is the purpose of the Newman Club?

GAWLIK: The Newman Club was established by a group of Catholic students on campus in 1948. Its purpose is to promote the spiritual welfare of the Catholic students. Recently the name was changed to the Newman Community and the purpose is to establish a spirit of friendship and sharing with Catholic students but also with students of all faiths.

CHAPEL: Besides working for the college's chaplains' department, what are the other activities that you participate in, either on or off campus?

GAWLIK: Opportunities have come to me to participate actively in the Kendall Green community. I've taught some classes in sign language to graduate students preparing to be teachers of the deaf; and I was a part-time instructor at Kendall School in social studies and language arts, and presently I am working part-time as a school counselor at Kendall School trying to help develop a counseling and activity pro-



"The experience of 'sign-singing' . . . has been the greatest thrill of my ministry."

gram for the students. On the national scene, I've been working in religious education workshops to help train teachers of religion to teach deaf children. During the past three years, I've worked on the staff of a special "Leadership-Cursillo Week" for Catholic adult deaf persons. This is an attempt to involve some deaf lay persons in ministry and church work as well as simply develop their faith at the adult level.

Also, with the help of the Chaplain's Office at Gallaudet, there is hope of establishing some kind of training program for ministry to the deaf, both clergy and lay, deaf and hearing.

CHAPEL: What is your greatest experience working with the deaf?

GAWLIK: At this time in my life, that's easy to answer. It is certainly the experience of "Rock Gospel-ing" with an audience of deaf and hearing people. The experience of "sign-singing" with deaf and hearing people together has been the greatest thrill of my ministry.

CHAPEL: Why do you find it so interesting to be among the deaf and work with them?

GAWLIK: Sign language communication and interpreting are certainly fascinating to me, but let me go deeper. I find that through signs so much of a person is communicated, there is so much expressed, so much feeling. And I feel that being with the deaf and trying to serve the deaf in many different ways, I myself have grown and profited so much. I hope that is not a selfish reason . . . because I see it as a growing together.

CHAPEL: Thank you, Rev. Gawlik.

Effective January 1, 1974, rates for advertising in the Church Directory and in the Club Directory will be \$10.00 per year (11 issues) per column inch. Ten lines can be used at the above rate.

Education Of Deaf Children In Russia

By FRANK B. WITHROW, Executive Secretary

National Advisory Committee on the Handicapped

In the late 1950s Russia began an experiment in educating young deaf children. Their experimental method used fingerspelling synchronized with speech. The unique aspect of this experiment was that this method was used with preschool infant education. The concept was to provide a total array of visual, auditory and speech patterns to the young child and to gradually reduce the pattern until it was possible for the deaf child to understand speech cues by lipreading, auditory signals or fingerspelling alone. As the student grew older he would be expected to depend more and more upon lipreading and speech rather than fingerspelling for his communication skills. He would retain the fingerspelling capabilities for new vocabularies or new concepts that were difficult to understand, but as soon as he became familiar with the new concept he would use primarily speech and lipreading and auditory signals to understand the message.

This of course is not a new concept—it was used by early Spanish educators of the deaf as an adjunct to helping the deaf child in speech development. The finger configuration was conceived of as being an aid to speech phonemes.

The Rochester Method of education where fingerspelling and speech are simultaneously used was based upon the same concepts, i.e., that fingerspelling would enhance the speech and consequently increase the language output of the deaf child. The finger configuration is a more discrete and visible sign than the visible lip movements.

Early in the 1960s educators of the deaf in the United States began to record their observations of the Russian experiment. Many of these professionals were excited with what they saw and it stimulated a new interest in simultaneous communication methods in this country. It was the forerunner of the development of total communication systems for the deaf in the United States. One of the earliest American visitors of the Soviet Union from the field of education of the deaf was Dr. Boris V. Morkovin. Dr. Morkovin, a native Russian, had an advantage over other visitors to the Soviet Union in that he was conversant in the Russian language. Consequently, his observations of the successful language development of young Russian preschoolers using fingerspelling and speech as a means of communication may be more reliable than other visitors. Dr. Morkovin's observations were important in this country for two reasons: 1) Dr. Morkovin's career had been spent within the "oral camp" of education of the deaf; 2) he was an excellent phonetician and a leader in the development of speech in deaf infants and children. In private conversations with this writer,

Dr. Morkovin expressed his enthusiasm for the excellent teaching that he saw in the Russian programs. He found young Russian children able to learn fingerspelling and to synchronize it with their speech development. He found that in effect the hand sign for the speech letter was used as a tool to correct speech. In the early stages of the program the finger configuration for the letters of the Cyrillic alphabet were used in place of print. In the early language development of Russian youngsters using this system the visual language was composed of the finger configuration representing the letter of the alphabet matched with the visual lip movement for the phoneme of speech. Both visual movement of the lips and the visual configuration of the hand symbol were synchronized with auditory training. A synergy was formed between the lip movement, the finger configuration and the residual hearing of the infant.

It is important in this discussion to realize the differences between the Russian and English languages and their printed formats. The Russian language is characterized by six cases as opposed to the four cases in English. In addition the Russian language has masculinity and femininity in its various constructions. But more significant than the structure of the language is the relationship of Russian speech phonemes to the printed word. There is a very close agreement between phoneme and grapheme in Russian. In addition, in the 1920s when the nation was interested in increasing the literacy rate among its people, changes were made in the graphemic system to facilitate the teaching of reading. This reduces much of the confusion in learning to read the language. Along with the process of regularizing the spoken language, irregular spellings were also eliminated. The Cyrillic alphabet has 33 characters which are consistently used in spelling as opposed to English spelling using the Roman alphabet. Consequently, an examination of early readers used in the Russian school systems indicate vocabularies of 1500 to 2000 words in beginning reading materials as compared to 360 to 400 words¹ in American readers. This is based upon the assumption that if the child can say it, he can read it. The vocabulary and language structure used in the early textbooks closely parallels the spoken language experience of the average Russian child. In searching the Russian literature on reading, one is impressed with the fact that there are few articles on reading problems.

There are some papers on organic reading problems which involve sensory-neural

losses and other problems clearly traceable to a medical abnormality. The general reading problems as expressed in most of the educational literature of America simply do not appear in Russian materials.

Contrasted with the high phoneme-grapheme correspondence of the Russian language American English is full of examples of low phoneme-grapheme correspondence.

There are 298 combinations of the 26 letters of the Roman alphabet which represent the 42 phonemes of English. Even with this massive restructuring and combination of the letters into 298 different combinations, 7% of English spelling has little or no relation to spoken language. It is at the morpheme level that English develops one-to-one relation between print and spoken values.

Because of the high correspondence between phoneme and grapheme, fingerspelling in Russia is close to "cued speech" in the United States. "Cued speech" in this context is the system developed by Dr. Orin Cornett which uses finger configurations and hand positions to supplement lip movements and lip configurations in such a way that the various combinations correspond one-to-one with phonemes and/or syllables of spoken language. Thus, the cues conveyed by the lips and the hands in combination are closely related to phonetic values and are self-reinforcing. In addition they make a synergistic bond which reinforces residual hearing, lip movements, finger configurations and print. Such a system lends itself readily to a reduced stimulation for a desired single response. Therefore in the Russian system, the printed letter, the finger configuration for the phoneme and whatever portion of the phoneme is picked up by residual hearing, all elicit consistent and appropriate responses. Also the close phoneme-grapheme correspondence in Russian means that the finger movements parallel the speech movements in a complementary manner. There's not as much "noise" in Russian fingerspelling as in English, which has a number of extraneous letters which represent phonemic values. In English the word "phone" has three phonetic values: f-o-n, but it has five letters: p-h-o-n-e. Consequently, someone fingerspelling in English must spell five letters for only three phonemic values. In Russian the word would simply be represented by three finger configurations or letters which represent the three phonemes of the word. This allows an increase in efficiency which allows the Russian fingerspeller to spell at a rate which is closer to the normal speech rate than would be possible in English. In English the average rate in conversation is 140 words per minute.

¹) Stauffer, Russell G., *The Language-Experience Approach to the Teaching of Reading*, Harper & Row Publishers, N.Y. 1970

Fingerspelling seldom exceeds 80 to 90 words per minute. This discrepancy between 140 and 80 words per minute is a confusing factor in developing a true relation between the finger configuration, the phoneme, the lip movement and the use of residual hearing.

It seems logical that when one views the success of the Russian programs and the long history in this country of the use of the Rochester Method, one must consider the differences in the spelling of the two languages and the effect that this has on the deaf learner. Because of the inconsistency of the relation between the phoneme and the grapheme in English, cognitive dissonance may be established between the spoken phoneme, the finger configuration and the printed letter. The relation in English between the printed letter and the finger configuration is obviously a one-to-one relation. The relation between the spoken phoneme and the finger configuration is inconsistent, however, because neither the finger configuration nor the printed letter, as it appears in English, has a consistent relation to the spoken phoneme.

In many instances there is confusion even as to the way that a letter is to be pronounced so that a single letter may represent not a single phoneme but in many instances multiple phonemes. For example a common letter such as "d" often has two phonetic values in English. It is pronounced as "d" and as "t." This is quite common in words ending in "d" especially with past tense verbs. When "ed" is added to a verb to make the past tense it is pronounced as "d" if the preceding consonant is voiced, and it is pronounced as "t" if the preceding consonant is breathed. For example the phonetic value of "ed" in hopped is "t" and in bagged is "d."

The same rule applies for the final "s" when the preceding consonant is breath it is pronounced as "s," when the preceding consonant is voiced it is pronounced as "z." These two examples of phonemic inconsistency with respect to spelling are simple examples of the phonetic problems in English. Consequently, from learning theory we know that multiple stimuli used to elicit the same response tend to inhibit learning and multiple responses elicited by a single stimuli also tended to interfere with the learning process. Therefore, the Rochester Method of America has a built-in variable which tends to confound the probability of efficient learning.

In English neither fingerspelling nor the printed word provide direct cues for speech. In the Russian experiment both the finger configuration and the printed letter represent direct cues to the phonemic values of spoken Russian. The relation among the printed page, the fingerspelling and the spoken word are close and one could expect increased learning of speech and languages as well as reading.

Observations by visitors to Russia seem

to indicate that this in fact is the case. Conversely, after almost a century of work with the Rochester Method in America, problems still arise with respect to the expectations and achievements of deaf children. Children who learn by the Rochester Method are somewhat better in fingerspelling and spelling than children who have used other methods of communication in their school experience.

Total communication systems which are now being used by many educators may be able to enhance learning because they deal at a word or concept level rather than an individual symbol or phoneme level. The language of signs is ideographic by nature and relates closely to single words or simple phrases. There is a closer relation between the spoken word phrase and the signed word or phrase. My observations of children who are learning by the total communication route would indicate that the child first learns the signs, then associates it with the visual symbol on the lips and/or the residual hearing available to the child and then at a later time associates it with fingerspelling and with the print. The relation between the fingerspelling and print is quite comparable to the relation in general reading program for non-deaf children. Discrete letters making up a word are more likely to be a latter order of learning than the spoken word or the sign in introducing vocabulary. As in all education it is dangerous to generalize comments on methods and techniques since very little scientific information is available on what the common practice is of a given technique. While many teachers are advocates and practitioners of total communication observation leads one to conclude that some teachers use a "key word" approach, i.e., they may sign only one or two words in an entire sentence. Still others pay little attention to promoting the use of residual hearing.

Conclusions

When one looks at the Russian experiment using fingerspelling with deaf infants one must be aware of the differences between the Russian language and its spelling and the English language and its spelling. Russian has a relatively close correspondence between phoneme and grapheme while English does not. Therefore, care must be taken when comparisons of the results of the Russian experiment to similar programs in the United States are made. A closer comparison of the Russian experiment and programs which used cued speech in the United States might be more logical and profitable since the hand and mouth cuing are similar to the finger configuration and speech as it is taught in the Russian system. Even in this comparison care must be taken to be aware that though the cuing relation is closer to the Russian system, there is still the problem of English spelling which in cued speech for the deaf child has the same relation as the hearing child has in learning to read English from spoken English.

Because of these factors I would caution

Robert Freiman

(Continued from page 4)

go of fundamental form. His mixed medium drawings of children are especially delightful. He avoids sentimentality but is in sympathy with his subject. In the midst of so much obscurantism in the art of today, it is indeed refreshing to see such direct and positive statements as is found in the work of ROBERT FREIMAN."

Some 12 years ago Freiman met Picasso at St. Paul de Vence. Asked for an autograph, Picasso said he would sign it on Bob's forehead. But Bob said "No, please, right on my shorts." So, laughing, Picasso signed his name on the edge of a pair of white shorts Bob was wearing. Afterwards Bob set them up on a blue background in a gold frame and says "... it appears like the wings of a white dove in blue sky—that's a symbol of peace!"

Freiman's work will be on view as the first of a projected series of one man shows at Gallaudet College in October. The students and staff and deaf of the area will be most fortunate and we Westerners most envious.

A listing of museums and galleries where his work has been shown is here partially given: Art Students League of New York; National Academy of Design; Ecole des Beaux Arts, Fontainebleau; Boston Museum of Fine Arts; New Britain Museum, Connecticut; Bruce Museum, Greenwich, Connecticut; Museum of Santa Barbara, California; Museum of the City of New York; Columbia Museum of Art, South Carolina; Columbus Museum of Art, Georgia; Georgia Museum of Art, Athens, Georgia; Doll and Richard Galleries, Boston; Tilden and Thurber, Providence, Rhode Island; Art Association, Newport, Rhode Island; Kenneth Taylor Galleries, Nantucket; Hemingway Galleries, Nantucket; Bodley Gallery, New York; Roerich Gallery, New York; Marble Arch Gallery, New York; Caravan House Gallery, New York; Private Showing at Charlottesville, Virginia; Galerie Cardo Matignon, Paris; Galerie Marcel Bernheim, Paris; Otley Arts Club, Yorkshire, England; English Speaking Union, Oxford, England; O'Hana Gallery, London; Price Gallery, New York; Musee Municipal de St. Paul de Vence.

those who compare the Russian experiment with programs in English-speaking countries. English-speaking countries have great difficulty with the use of the Roman alphabet and phonemic values. The Russian experiment has been valuable, it has charted new methods of communication in the education of the deaf child, but like many of the innovations in education it is not the promised land but a guidepost on the way to better education.

The knowledge gained by these Russian experiments is useful when understood in terms of the nature of the Russian language.

Eastman's 'Sign Me Alice' Huge Success

By ADELE SHUART

A play of the deaf, for the deaf and by the deaf. Signs vs. signs! "You have to be deaf to understand." What's this? Nothing could be more appropriate to the Gallaudet stage than "Sign Me Alice" which was presented by the Gallaudet College Theatre on April 6-7, 12, 13 and 14, 1973. It was written and directed by Gilbert C. Eastman, the chairman of the Drama Department, a former member of the National Theatre of the Deaf and a member of Class 1957 at Gallaudet College. "Sign Me Alice" is a light comedy with an underlying message directed to those people in the world of the deaf concerned about the language of signs be it Signed English, American Sign Language, fingerspelling or CUED speech. The message is that these languages are happening and tomorrow we could have a Deaf Babel.

Although Eastman admits that he borrows lines from "Pygmalion" by George Bernard Shaw and "My Fair Lady" by Alan Jay Lerner and Frederick Loewe, one still does have to be deaf to understand "Sign Me Alice." This critic, being deaf, understands just as well as most members in the audience do. This was the impact that befell the audience: they were able to identify or recall many true-to-life scenes which were displayed on the stage. For instance, the interpreter busy interpreting with the interpreter stern look on her face, the tough-looking guys at the hotel lobby during the convention, some hotel workers staring at flying hands, the differences in signs by which one user of a signing system could not understand another

user of a different signing system, and a most impressive and a very real scene in which some actors, portraying hearing people, busily moved their lips. The last one, which no one could understand, is very true to life for those of us who are deaf.

As Eastman says, "We the deaf don't fully live the parts because they portray the life of the hearing"; for the first time the hearing in the audience could understand the "deaf experience" and must have been overwhelmed.

This is the story of a girl usher whose signs were somewhat confusing and incomprehensible to anyone except to her close friends, and about the author of "Using Signed English" (USE), Dr. Zeno, who was confident that he could make her learn USE and that he could thereby make a lady out of her and bring her to the convention ball to prove that no one would know that she was once an usher. The author of "North American Indian Sign Language," Dr. Ylvisaker, doubted that Zeno could do this, therefore made a bet. This leads the girl, Alice Babel (Hedy Udkovich), to the apartment of Dr. Zeno (Steve Turner) asking for signing lessons so that she could fit into society.

Steve Turner, who characterized Dr. Zeno well, is seen as a tragic figure who firmly believes in his theory of using signed English (USE) with a stoic attitude and loses out in the end to the world of human emotions. Turner displayed both a fantastic memory of lines and talent in their use.

Alice Babel, manifesting the character

of a deaf person in a world of confusion, is trying to find her identity and thinks that by having lessons from a renowned author she will find her place in society. She is the representation of anyone who can see the confusion people can have when facing new signs and more new signs and who is told to do this or that and not given the chance to decide for himself. This is the message that Eastman is trying to convey to the audience through Alice. Each one to his own taste!

Hedy Udkovich, in her first starring role, as Alice did a superb job of developing characterization of this confusion of identity. She was at first puzzled, then bewildered, then disappointed, then angry and finally identified herself with the world of the deaf. Each emotion which Hedy displayed was clear and evocative.

Mrs. Parham (Mary Ann Schoenberg) fitted admirably into the character of Zeno's housekeeper. Her signs were certainly unique! She had a good heart but just could not spell each letter clearly. One could not help but feel that one has known her at one time in one's lifetime. This is in contrast to her portrayal of Roxanne in "Cyrano de Bergerac," presented in 1971, and which indicates that she is capable of adapting to many roles.

Matt Searles as Dr. Ylvisaker, did a very good job as Dr. Zeno's contrast, the one who accepts Alice as she is—unlike Dr. Zeno. He is the likable guy on the stage and does not change throughout the play.

Also well played were Miss Maugham (Ella Lentz) and Mrs. Newton (Linda



Left: Scott Kramer, one of the four friends of Alice (Hedy Udkovich), makes a demand on Alice with two other friends (Isaac Abenchuchan and Douglas Bahl) looking on. Right: Alice, all dressed up in finery, being praised by the First Lady (Betsy-Freya Kaplan). The lady on the left of First Lady is Miss Maugham (Ella Lentz), who serves as her interpreter. In the rear, Miss Linda Hatrak portraying Mrs. Newton and Steve Turner as Dr. Zeno. At the right is Matt Searls. (Photo credits: Charles Shoup)



Mary Ann Schoenberg as Mrs. Parham looks stunned as Dr. Zeno makes a startling statement. Matt Searls as Dr. Ylvisaker looks on.

Hatrak). Lentz did a convincing job as an interpreter who has been interpreting for "25 years" and who "knows the deaf." As I said, one could not help but be reminded of someone she or he may have encountered. Hatrak played a tragic figure who typified the mother who believes she knows what is best for her deaf child but is not aware that this child is entitled to his own decision when he becomes a man.

This man was portrayed by Mark Newton (Robert McMahon) and was another who loved Alice as she was. Despite his exposure to different signing systems, he finally likes to use the signs that he is comfortable with, and he finds this same preference in Alice so this makes a world of their own. McMahon was excellent in this role.

The friends of Alice, (Vito, Terry, Chuck and Pete) played by Isaac Abenchuchan, Douglas Bahl, Scott Kramer and Alan Barwiolek, made a very impressionable group of boys who look different to the outsider because of their wild signs. It is not the language that they use—it is their social strata that made them different. They could not reach others because of their language limitations, and, after Alice's USE lessons, she didn't feel comfortable using their language any longer. Where does Alice go from there after her signing lessons? People who have not seen signs or sign language see the type of person Alice's friends represented, and they then stereotype all deaf this way.

All in all, the acting, as well as the blocking and unity, was superb. The costumes and the color scheme were excellent. Lastly, the setting was something to marvel at. The sets, which were lifted to the ceiling before each scene, were designed ingeniously by Jeff Grandel, the technical director of the Drama Department.

The portions of "You Have to be Deaf

to Understand" were used by permission of the author, Willard Madsen.

Now the readers for the play, this critic understands, were following the exact cadence of the actors' signs. The emphasis on the suffixes such as "—tion," "—ly," "—ment" and such were not pleasant to the ears, I understand, but that was what the eyes of the deaf saw on the stage. There were no words spoken when the "hearing" characters walked on but this was true-to-life for the deaf people in the audience. The readers were Dennis Cokely, Nancy Grandel, Lewis Jacobs and Jo Tracy with George Detmold directing.

The most exciting part was the meeting of Alice and the First Lady (Betsy-Freya Kaplan). This meeting was the climax of Dr. Zeno's experiment, but actually not the climax of the play, for the climax took place later when Alice, after realizing that she was being used found her identity after walking through the night.

This brings together the two characters, Mark and Alice, who were confused in the beginning and are now no longer confused. The idea of two characters coming together at the end was a romantic touch. Now let us not be misled by the whole thing. The real protagonists are those who want to retain the natural language of the deaf and the antagonists are the ones who want to change it.

To sum it all up, the honor goes to Gilbert C. Eastman. The deaf say, "Thank you, Gil."

BEEN TO THE PACIFIC NORTHWEST?

If you have, make plans to go again.
If you haven't look forward to the 43rd
Biennial Convention of the NAD, Seattle,
Washington, June 30-July 6, 1974.

NYU Seminar Probes Impact Of Legislation On Deaf Community

How does legislation affect deaf people? How can deaf people affect legislation? A unique "Seminar of Deaf Community Development: Impact of Federal, State and Local Legislation" held September 28-30, 1973, at the Gramercy Park Hotel in New York City, brought together approximately 50 leaders of the deaf community to consider these important questions.

Sponsored by New York University's Deafness Research & Training Center through a grant from Region II of the Social and Rehabilitation Service, the seminar was attended by representatives of Connecticut, Delaware, the District of Columbia, Maryland, Massachusetts, New Jersey, New York, Pennsylvania and the Virgin Islands.

Following presentation of several highly stimulating papers on Federal, state and local legislation, participants met in small group sessions to consider legislative areas important to deaf people in their state. Among the topics chosen by the groups for discussion were: impact of revenue sharing, establishment of a permanent state commission on deafness, legal rights of deaf persons and improved educational opportunities.

Dr. Glenn T. Lloyd, Associate Director of the Deafness Center, served as chairman for the seminar. The keynote address was given by the Honorable Elmer W. Smith, Region II SRS Commissioner. Major papers on legislation were contributed by Joseph Owens, Executive Director of the Council of State Administrators of Vocational Rehabilitation; Jule Sugarman, Administrator of the New York City Human Resources Administration; Irvin Schloss, coordinator of governmental relations at the American Foundation for the Blind; Norman Silver, Administrator, Vocational Division of Oregon; Dr. Boyce R. Williams, Director of the Office of Deafness and Communicative Disorders, and Henry Warner, Assistant Regional Representative, SRS Region IV.

Further legislative discussion and comment were presented by Craig Mills, Director of Vocational Rehabilitation in Florida; Mrs. Patria Forsythe, professional staff member, Senate Subcommittee on the Handicapped; John R. Fargher of the National Rehabilitation Association, Washington, D.C.; Frank Carroll, New York State Assemblyman; Michael Chatoff, a New York City lawyer; and Al Wolfson of the Human Resources Administration.

Tentative guidelines for active involvement of various levels of the deaf community were developed and discussed. A detailed report is in process and will be available soon. For copies, write to:

Dr. Glenn T. Lloyd, Associate Director
Deafness Research & Training Center
80 Washington Square East
New York, New York 10003

Deaf Teachers Of The Deaf Hold Conference

By BARBARA BOYD

Californians have a tendency for initiating daring new programs and ideas. And they did it again on May 19, 1973, when the Center on Deafness at California State University in Northridge sponsored the first Conference of Deaf Teachers of the Deaf.

The Conference was planned by a committee of five: Barbara Boyd and David Peterson, representing the National Leadership Training Program; Herbert Larson, coordinator of the Southeast Los Angeles County (SELACO) program in Downey; Kathy Holland, deaf teacher at the Southwest School for the Hearing Impaired in Lawndale; and Elodie Wukadinovich, deaf teacher from the California School for the Deaf, Riverside.

Dr. Ray L. Jones, director of the NLTP and the Center on Deafness, and Julius C. Spizzirri, representing the California State Department of Education, served as advisors and consultants.

The basic objective of the conference was to bring together deaf teachers so that they might identify and discuss areas of common interests and concerns and explore ways of working together to further common goals.

A total of 108 participants registered for the one-day meeting. The morning program was devoted to panel presentations. In the afternoon participants broke up into small groups to discuss various concerns brought out by the panelists and identified by the committee. Summaries of each group work session and the conference in general culminated the day's activities.

Herbert Larson was the moderator of the first panel, "What Does the Community Expect of the Deaf Teachers?"

Mrs. Shirley Lee, one of two panelists representing parents, explained that she would like the deaf teacher to be a whole person, aware of the beauty in people and nature, happy with himself, creative and curious. The deaf teacher must be educationally qualified, yet should never stop wanting to become better. Together parents and teachers can help deaf children to grow strong, to be happy and to find surprising joy in life.

It was the feeling of John Snapp, the second parent on the panel, that the hearing world is colossally ignorant about deafness and must be provided with the proper information which corrects the poor image of the deaf. He called upon the deaf teachers to be as professional as possible, believing that the challenge of professionalism is the best advice that can be given deaf teachers in their quest for acceptance by the public.

Kyle Workman and Marcella Meyer represented the deaf community. They brought out the fact that deaf teachers

need to be more involved in the local affairs of both hearing and deaf people. Mr. Workman also emphasized the role that deaf teachers play in influencing the character development of deaf children. Hopefully, deaf teachers will serve as models of the deaf community so that their students may learn from them.

The fifth panelist, Ellery Adams, represented the office of the Los Angeles County Superintendent of Schools. Rather than discuss his personal expectations of the deaf teacher, he explained the expectations of his office in hiring the deaf person. Applications for teaching positions make no reference to handicap because the office feels that requirements should be based on competencies. They look for the same qualities in deaf teachers that they look for in hearing teachers—a high quality liberal education and technical training, flexibility, objectivity and commitment to total communication.

Mrs. Wukadinovich moderated the second panel, assigned to discuss "What the Deaf Teachers Expect from the Community." The panel consisted of five deaf teachers of the deaf: Larry Newman, Linda Raymond, Pamela Rich, Kenneth Trigueira and Deanne Wells.

The panel identified the primary problem as a need for better public relations. The best way to improve relations with the community is to get involved, to let them know that deaf individuals are people, too. The panelists agreed that the deaf teachers themselves will have to

take the initiative in improving relations with the community.

Miss Wells was particularly concerned that many parents do not know where they can go to meet deaf individuals. Even if they did, they would not know how to communicate since so few of them know the language of signs. Parents must be educated about the needs and capabilities of the deaf, and they must become more involved than they presently are.

Mr. Trigueira spoke of the problems encountered by deaf individuals attempting to integrate into civic functions. All too often they are greeted with blank looks and antagonism; communication is important, but it is very frustrating not to be understood and more so not to understand.

The fact that the community has not completely accepted the differences between those who are hard of hearing and those who are deaf was mentioned by Miss Rich. Much more understanding and concern is needed.

As a teacher, Mr. Newman expects feedback from deaf adults in regard to how they are doing, in terms of where their schooling has helped or failed them and in what ways schools can do a better job. He would appreciate feedback from rehabilitation personnel as to the problems faced by graduating students in adjusting to life outside the classroom. There is very little new. This can help teachers to help future graduates.

Mr. Newman expects the hearing community, via their churches, newspapers, organizations and business establishments, to open up channels of communication with deaf teachers, giving them an opportunity to show themselves in a positive light.

Miss Raymond summed up the panel presentation well by stating that deafness cannot be seen, and deaf people cannot be isolated from the hearing community. It is up to them to meet the community at least halfway.

"What the Teacher Trainer Expects of the Deaf Trainee" was the topic of the third panel moderated by Kathy Holland.

Representing the teacher training programs were Patricia Simmons, California State University, Los Angeles; Karen Jensen, California State University, Fresno; James McPherson, California State University, San Jose; and Larry Fleischer and June Newkirk, California State University, Northridge.

The fact that deaf students do not have supportive services at California State, Los Angeles, concerns Dr. Simmons. She feels that the deaf trainees should have the benefit of whatever services they might need: interpreters, notetakers or tutors. As programs move to



Fleanna Snapp makes a point in one of the 10 group work sessions at the Conference of Deaf Teachers of the Deaf. Her husband, John, looks on, apparently amused with the discussion. The Snapps are parents of a five-year-old deaf child.



DISCUSSIONS—Left: "Deaf Teachers as Community Leaders" was the topic. Participants pictured include Kyle Workman, Mrs. Marcella Meyer, Mrs. Herb Larson and Florian Caliguiri. Right: Herb Larson is shown moderating "What Does the Community Expect of the Deaf Teacher?" Members of the panel, left to right: Mrs. Shirley Lee, Kyle Workman, Ellery Adams, John Snapp and Mrs. Marcella Meyer. Barbara Robertson is the interpreter.

ward total communication, the deaf teachers must be prepared to consider the oral component as important as skills in manual communication. Dr. Simmons hopes also that the deaf community will resist employment notices stating "deaf only" equally as much as they now resist "hearing only" notices.

Miss Jensen would like to see the deaf teacher take more interest in his speech and speechreading skills so that he can use them with maximum effectiveness. Deaf teachers can often help children think they can improve in speech and speechreading, even though the teachers themselves have some weaknesses in those areas. Training programs are responsible for helping students improve in any area of need, be it manual communication or speech or speechreading.

Mr. Fleischer also stressed the same needs as Miss Jensen. In addition deaf trainees need to blend into society and to get involved in professional organizations, both those serving the deaf and other organizations such as the Council of Exceptional Children. Teacher trainers should recognize that deaf trainees want equal treatment, and should look at a deaf person's potential rather than his limitations.

Dr. McPherson expects any deaf teacher he trains to be a good example of a deaf person. The most important thing that teachers give to children is themselves and empathy and understanding is needed. Schools need outstanding deaf teachers who understand hearing people and realize that support for the deaf will come when the hearing and deaf both work together.

Miss Newkirk mentioned the advantages of having deaf trainees in a teacher preparation program. Hearing people integrated in a training program understand better that the deaf can't hear, as well as the differences between the congeni-

tally and the adventitiously deaf. Miss Newkirk feels that if the deaf trainee is a model for the hearing trainee, the latter will recognize the potential, not the limitations, of the deaf students.

Individual deaf teachers were given an opportunity to present their own ideas in the afternoon work sessions. Common problems and areas of agreement were identified and possible solutions suggested as the deaf teachers met to discuss their roles in all facets of education and the community.

The topics especially for the day school teachers included "The Deaf Teacher in a Preschool or an Elementary School," "The Deaf Teacher and Auditory Training" and "Relationships with Hearing Teachers and the Isolation of Deaf Teachers in Day Schools."

Other topics of broader interest were "Deaf Teachers in Professional Organizations," "Deaf Teachers as Models and Community Leaders," "Deaf Teachers and Their Relations with Parents" and "Qualifications of Deaf Teachers."

In summarizing the conference, Herbert Larson pointed out that it is difficult to conceive a program for the deaf without having a deaf teacher in that program. More and more schools are opening their doors to deaf teachers, but deaf educators cannot become complacent. They have not reached their goal of convincing the world that there is definitely a need and a place for the deaf individual in the educational field. Discrimination must not be allowed; the deaf individual should be given equal consideration for vacancies that occur in the teaching field.

Deaf teachers are needed. They have empathy and that special quality which enables them to understand deafness, to communicate and to develop skills. They are needed so that parents and children can see deaf adults, their abilities and

their success in overcoming their handicap.

It is interesting to note that 80% of the general population have never knowingly seen or had contact with a deaf person. Deaf teachers have a tremendous job ahead in selling their skills and competencies and in educating the public as to the kind of people they are.

In addition there is the challenge of working alongside hearing teachers in teaching deaf children to read, write, think, reason and be responsible deaf persons.

The Conference of Deaf Teachers of the Deaf is only a beginning. One outgrowth of the meeting has been a written report of the conference published by the Center on Deafness at CSUN. Another is the formation of a steering committee to determine the direction deaf teachers will take in the future.

Listen, world! Deaf teachers in California are going places.

NTID Names Three Members To National Advisory Group

The National Technical Institute for the Deaf (NTID) has named three new members to its National Advisory Group (NAG). Selected to serve were: Helen V. Gustafson, Kevin J. Nolan and John R. Opel.

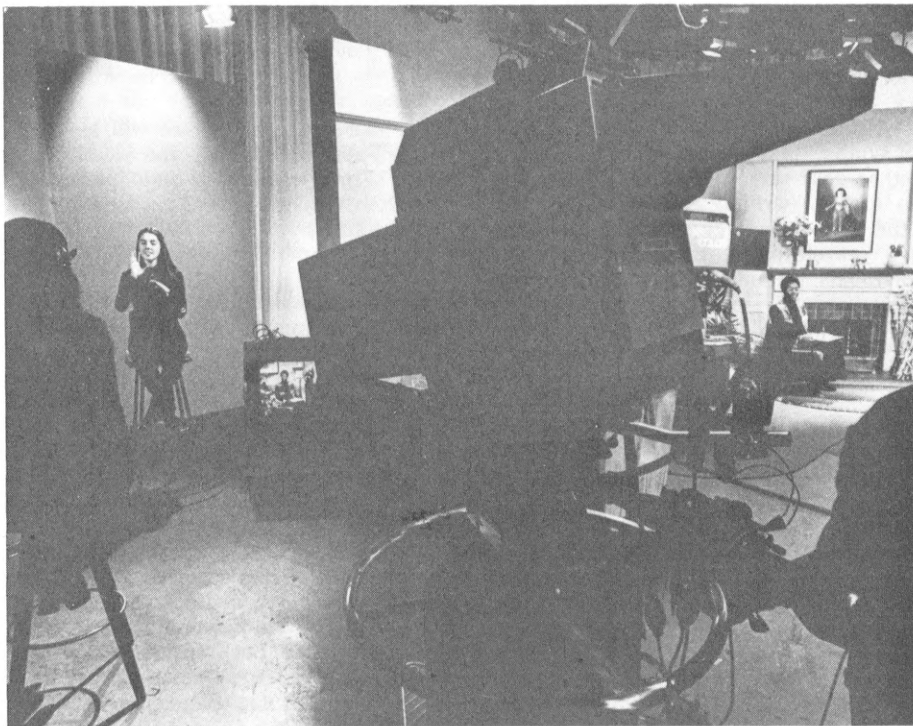
Mrs. Gustafson is the owner of System Sciences Group, an independent consulting firm dealing mainly in instrument design and development.

Kevin J. Nolan, an alumnus of NTID, is a teacher of consumer education and drama at the Maryland School for the Deaf in Frederick.

John R. Opel is IBM senior vice president and group executive, Data Processing Product Group, and a director of IBM, who joined IBM in 1949 as a sales representative.

Watch Your Child: Telling It Like It Was

By CAROL TIPTON



Carol Tipton sits next to the television camera while Maureen Collins copies her signs.

In February 1972, a new television program, "Watch Your Child/The Me Too Show," designed for preschoolers and their parents came on the air. A unique aspect of this program was that it featured a language of signs interpreter inserted into the upper right-hand corner of the screen. The idea of having an interpreter came to the producer of "Watch Your Child" when she saw a lovely, young hearing impaired girl, Maureen Collins, appear on another television program, "Take a Giant Step," in the fall of 1971. The producer was so impressed with Maureen, a 16-year-old high school student, that she asked her to join the "Watch Your Child Show" as a regular feature. At first the producer only wanted to show Maureen's hands as she signed the spoken dialogue, not realizing that the face and body are equally important in understanding manual communication. It was then decided that Maureen would sit in a chair facing a camera, which would shoot from the waist up.

At this point many problems began to emerge. First, Maureen was hearing impaired. Without a hearing aid, she could hear very little; with a hearing aid she could hear well enough to talk on the telephone, with difficulty. Therefore, she did not know what was being said if she looked directly into the camera. To remedy this, three things were attempted: 1) She tried to lipread directly what various speakers were saying. Because of

the distance involved and because she could not always get a clear view of the speaker's face, this proved to be impossible. 2) A TV monitor was placed in front of her, to the side of the camera, the idea being that she could lipread from it. This proved to be equally impossible because the images were so small. Also the program featured hand puppets, who have no lips to read. Clearly, lipreading them would be a challenging task for anyone! 3) Then an easel was brought in with a script of the spoken dialogue on it. A production assistant would point to the words so Maureen could keep up with the dialogue. This also caused problems. The easel had to be positioned rather low so that it would not be seen on camera. This meant that Maureen was looking down all the time. Several viewers wrote in asking if she was blind because they never saw her eyes. In addition, because she could not see the people doing the talking she had no idea **how** they were saying things, what emotions they were portraying, so her face lacked expression. She was not familiar with some of the words in the script, so she either left them out or guessed at their meaning. Also, never having received any formal training in manual communication, she lacked sophistication in her signs, often using "Brooklyn" signs, which are not understood throughout the rest of the country.

By mid-March 1972, many complaints

reached NBC. People of the oralist philosophy objected to the fact that the language of signs was being shown on television, especially on children's television. People who welcomed signs on television objected to the quality of the signing. It was at this point that NBC contacted New York University's Deafness Research & Training Center and asked for assistance. Even though the Deafness Center opposed the idea of having a deaf person interpreting because a deaf person is not the **most qualified** for that particular job, they welcomed the idea of having the language of signs on a nationwide program five days a week. Because the Deafness Center is a publicly-supported agency, the director, Dr. Jerome Schein, felt that the service NBC requested was worth giving because of the broad impact it would have. With the approval of its board, the Deafness Center became the Manual Communication Consultant to the National Broadcasting Company and I began working with Maureen twice during the week and during taping sessions on weekends. During taping sessions, I sat next to the camera and signed everything that was said. Maureen would look at me (it looked like she was looking at the camera) and copy everything I signed (see picture). Viewers soon noticed great improvements in Maureen's signs. To make it appear that Maureen was actually interpreting without any assistance, the teacher at the beginning of the show would say, "Maureen is deaf, but she watches my lips very carefully and then uses signs in place of words to tell people who can't hear what I'm saying." So it looked as if Maureen was interpreting everything by lipreading. That was the situation: NBC allowed the language of signs to be shown on nationwide television five days a week while at the same time giving the impression that a deaf person was interpreting by lipreading everything that was spoken, including the puppets.

Taking only the aspect of having the language of signs on television on a regular basis, this was considered to be a major breakthrough by many people. Not only were many hearing impaired people able to understand what was being said on television, something which happens rarely, but also the hearing people watching the show were made aware of the existence of deaf people and some of their special communicative needs. Deafness and manual communication were presented in a very positive way. The deaf person using the language of signs was attractive to watch, and on many shows the teacher would ask Maureen the sign for a particular object. Maureen would show the sign, and the teacher

would do it, at the same time encouraging the children at home to do it, too. In quite a few letters received, children indicated that they learned many signs by watching the show and wished to learn more. Several older viewers, high school and college students, wrote in that because of the show they had decided to become teachers of deaf children, or to enter other fields related to deafness. Other older viewers wrote in requesting information on deafness and manual communication. So the show did have tangible positive results in making the hearing population more aware of deafness and some of its implications.

The show also had some negative effects in the inaccurate way it portrayed a deaf person. First, it gave the impression that a deaf person can lip-read easily and fluently what another person is saying, and even lipread when there is no lip movement—as with the puppets! This impression was especially misleading to parents of deaf children. From watching the show they could set unrealistic expectations for their children. For example, during the time I consulted with NBC I was counseling a teenaged deaf girl who was in need of a foster home. After many frustrating attempts, the social worker and I were finally able to place this girl in a home. After the girl had been in the home for several days we went to visit her and talk with the family. The husband expressed great disappointment in the girl's poor lipreading ability, saying that he and his wife were not sure if they wanted to keep the girl because of her poor oral skills. He asked me, "Have you seen that girl Maureen on television? She can lipread everything." From watching the show he got the impression that all deaf people should be able to lipread perfectly. Fortunately, I was able to explain to him how Maureen managed to "lipread everything," but I suspect that many parents and others had the same initial misconception he did.

Second, hearing people were impressed to see how well Maureen "overcame her handicap." In reality, however, she was not actually doing, nor was she able to do, what the show claimed she was doing, nor would any other deaf person, because being able to hear was so crucial in interpreting that particular show. The reason given by the producer for having a deaf "interpreter" was that Maureen, as a disabled person, was such an inspiration to others. Another reason for having a deaf "interpreter" was that "deaf children would identify with another deaf person." There is some element of truth in that statement; however, the identification would consist of deaf children wanting to be interpreters on TV just as Maureen was. Needless to say, this goal is an unrealistic one. Most deaf people with whom I spoke were angered at the claim that Maureen was lipreading everything. Most of these deaf people were very happy about having the language of signs on the air, but

were distressed over how it was done. They felt that a hearing person would have been best qualified for interpreting that show.

By this I do not mean that deaf people are not and cannot serve as interpreters in some situations. In fact, the Registry of Interpreters for the Deaf has a special certificate of competence designed especially for deaf persons. This certificate is for reverse interpreting and translating only, i.e., transmitting signs into an oral or written representation in proper English syntax. Many deaf persons can watch another deaf person sign and then render into oral or written English the content of the signed message. These interpreters have proven to be invaluable in many courtrooms or emergency medical situations; however, there are very few, if any, deaf people who can go into a situation cold and interpret everything which is being said by lipreading the speakers involved.

Even though I personally disagreed strongly with the way NBC was employing the manual communication skills of Maureen, I continued my involvement with two thoughts in mind: One, that I would help to improve the quality of signs on the air and, two, that initial cooperation with NBC, in spite of differences in opinion, could lead to additional deafness-related programs in the future.

After 150 programs, "Watch Your Child" was discontinued on a regular basis be-

Seventh Annual COSD Forum In Denver, April 7-10, 1974

"Career Opportunities for Deaf Americans" will be the theme of the seventh annual Council of Organizations of the Deaf Forum to be held at the Denver Hilton Hotel, April 7-10, 1974. Forum chairman is Robert R. Lauritsen, St. Paul Technical Vocational Institute, 235 Marshall Avenue, St. Paul, Minnesota 55102.

The basic registration fee will be \$18.00 before February 15, 1974, and \$20.00 thereafter. For registration and further information, contact Mr. Lauritsen at the above address.

cause of sponsorship difficulties. In some communities reruns are shown once a week but "Watch Your Child" was a beginning. For one year, five days a week, half an hour a day, over stations located throughout the country, people were able to see signs on television. As a result, public interest in deafness and manual communication was aroused. People were made more aware of the existence of deaf people, and the language of signs was presented in a positive way. Deaf people were able to understand and therefore enjoy a television program. Mistakes were made, but from these mistakes we have learned much that can help in future programs featuring an interpreter.

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In accordance with the provisions of this statute, I hereby request permission to mail the publication named in Item 1 at the reduced postage rates presently authorized by 39 U. S. C. 3626.
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I certify that the statements made by me above are correct and complete.

JESS M. SMITH, Editor

Lawrence Newman . . .

Educators' Responsibility To Rehabilitation Of The Deaf Adult

Twin Falls, Idaho, Tripod Workshop, September 28-29, 1973

I am a deaf adult and an educator yet I wonder if I have any right to speak on rehabilitation. You see, my wife often feels I myself need some form of rehabilitation. I am tempted to blame my folks who never spanked me once in my life. Their forbearance was an astounding achievement because I was worse than Dennis the Menace. My exploits ranged from placing a thumbtack on my teacher's chair and sitting on a three-tier wedding cake to leading a goat into the kitchen of my grandparents' house and watching gleefully while it wreaked havoc on a table laden with food painstakingly prepared for a feast.

Deafness has a thousand faces. It can verge from the ridiculous to the sublime. At a restaurant I find myself given french toast and sausages while the order was for a piece of pastry and coffee. I find myself lipreading "Do you want more coffee?" I said, "Not now, later." When later came I said "Yes!" only to find my cup taken away and the table cleared. It turned out that the waitress had asked if I was finished. Perhaps the height of the ridiculous and, at the same time, a shocking impact of what deafness means was told by a friend of mine when he said, "How do you expect me to lipread my doctor while he is examining my rectum?"

Among you who are gathered here tonight are many who have empathy for us deaf people. I would like to share with you the last few lines of a poem written by the mother of a grown deaf boy:

. . . They open their mouths wide
Making smiling faces
At each other
But the children never look at me.
Come be my friend
I will look in your eyes
I will see your soul
If it is warm
I will reach out to you
If you touch me
You will be a wind
To cool my silence.*

It is inspiring to see a deaf person overcome many barriers and rise to become a first class scientist or a top-notch computer programmer or take his place on the firing line as an administrator of a school for the deaf. The deaf write poems and they can reach heights of the sublime such as in the following lines:

I remember you most as I waltzed with you
to the unheard strains of an Old World air;
for all I heard was the music of the light
that played
upon your hair . . .**

We have to come down to earth and ask ourselves how many deaf scientists and computer programmers and poets are there? We are faced with deaf adults who, because of inadequate communication methods and other factors, have had a mediocre education. On top of this, we are confronted with the reality of human nature: habits already formed are difficult to change. Consequently, we have to realign our thinking and consider our present deaf children who will be the deaf adults of tomorrow.

As an educator it is easier for me to discuss our responsibilities to the children of today rather than to the deaf adult but, first, we need some background information on the present generation of students.

For one thing, 90 percent of today's student body is of the prelingual type, that is, they became deaf too early for a language base to be formed. Less than a decade ago, the figure was much lower. For another thing, due to advances in the medical field, we have children who are multiply handi-

capped instead of being dead. Different approaches in the learning and teaching processes have to be planned for these children.

In addition, our deaf youth cannot help but be influenced by their hearing counterparts and the type of world in which we live. The educator's lot is not made easier by students who smoke pot and by the fast changing mores of society. Take this actual classroom scene:

Teacher: Aren't you concerned about your future?

Student: No.

Teacher: If it is difficult for hearing people to find jobs, what about deaf people?

Student: So what!

Teacher: How will you make a living, have food on the table?

Student: If I have to I can become a prostitute.

One can see that with the type of student population we have there has come a tremendous increase in the problems of educating them. Educators cannot do it alone. If one were to visit any type of program for the deaf one could, more often than not, tell which students had parents who were active participants in their development rather than mere observers.

Unfortunately, parents themselves and not the deaf child are often the problem. It is said there are thousands of books on how to bring up children but none on how to bring up parents. Too many parents fail to work through the trauma and grief of having a deaf child until they reach a mature acceptance of their child's deafness. Without such acceptance parents cannot develop the mechanisms to aid the healthy development of their deaf child.

Parents are often influenced by those who "catch them first" and they are expected to make decisions on such matters as day vs. residential schooling, integrated vs. segregated classrooms and oral-only vs. total communication yet where can they get sufficient information to make wise decisions?

The primary responsibility of educators, therefore, lies in the task of developing a comprehensive plan for parent education and guidance. There are bits and pieces of such a plan scattered throughout our nation. The problem is how to marshal and organize the pieces into an unbiased whole and into something of immediate and practical value.

We are aware of the underemployment of too many deaf persons but are we aware of some recent unemployment figures? Dr. Ross Stuckless of NTID gathered some statistics on the unemployment status of the deaf in the state of Oregon. Ten years ago 10 percent of deaf employables were unemployed. Now the figure is 21 percent compared to 4.3 percent for entire employable population of the state. Texas reported the same 20 percent figure broken down to 10 percent males and 41 percent females. The deaf wage earner's average monthly pay was approximately \$200 less than his hearing counterpart. This brings me to career education, the in-thing in the field of education today.

By and large, career development in most schools and programs for the deaf has been minimal, limited to educational planning for college and vocational training with job placement often left in the hands of vocational rehabilitation people or the relatives of the deaf person.

New York State has an extensive career education plan for deaf students. Games and materials that stimulate vocational careers in industry are being refined for the classroom. The nature and composition of instructional tools are being identified so that schools for the deaf can provide a program of more effective learning maturation exposures and experiences.

Career education can begin early when we consider work activities or functions related to data, people or things instead of a particular job. I would consider the development of a comprehensive career education plan as the second major responsibility of educators.

We have academic curriculum guides but do we have any guides that can help us be aware of and plan learning situations for such intangibles as the development of good attitudes and habits, acceptable work behavior standards, appropriate emotional response, social awareness, self-pride and confidence, sensitivity to the feelings of others. We know

that some deaf people make irritating noises, misplace their sense of values, are unable to make decisions or fail to anticipate the consequences of inappropriate behavior. Can the educator coordinate parent and career education so that many such non-academic situations can be taken care of?

Lately, there have been studies of the language development of deaf children such as the ones done by Drs. Schlesinger, Meadow, Bellugi, Klima, all of which have been documented on videotape. It seems to me that educators should take the trouble of trying out in their own programs what parents are already doing successfully with their deaf children in terms of language development through the early use of manual communication.

At this point, it should be mentioned that total communication has come in for criticism because it has been equated with manualism or the simultaneous method to the neglect of aural-oral methods. Surely, steps could be taken so that suitable hearing aids are fitted for maximum effectiveness and checked out first thing in the morning. Speech therapists could work more closely with teachers and parents. In-service sessions could be held for teachers, speech therapists and parents on auditory training and the best of aural-oral methods. If we can show that under the umbrella of total communication the aural-oral aspects are not neglected there should be less opposition and more freedom to go on with the other facets of a deaf person's overall development.

To me, then, the educator's third major responsibility is

to try and carry out effectively the philosophy of total communication.

When all is said and done, the deaf adult of today looms in the background. We are all aware of his low language and reading skills but are we really aware of what happens because of that? Who carefully follows, on a long-term basis, the deaf child as he grows into an adult and wends his way through society? After helping the deaf adult find a job who makes note of what happens on a social, emotional and psychological level?

We have measured a deaf person's academic progress but how often have we been aware of his state of happiness and mental health? Should we not make use of the thinking and research findings of various disciplines, in and out of the field of deafness, so that we can have a better picture of the total needs of the deaf person?

Perhaps I would be oversimplifying the case in regard to the deaf adult by mentioning the following Dear Abby anecdote: A woman was in a rowboat with her husband and she asked him if the boat overturned whom would he save first, herself or his mother. Unhesitatingly, he said his mother. The woman asked what should I do, whereupon Abby responded, "Learn to swim."

It seems to me that, in spite of everything, most deaf adults have learned to swim and that there are many winds blowing which will cool the silence of future deaf adults.

* Helen B. Glass
** Felix Kowalewski

Chicago's William Wright College Initiates Continuing Education Program

Wilbur Wright College of Chicago began adult education classes for the hearing impaired community on October 6. The program was initiated with 11 classes which included mathematics, English, key punch, typing, swimming, current events, sewing, Civil Service exam preparation and three courses in communicative skills for the deaf. Close to two hundred hearing impaired Chicagoans thronged to this first call for registration. This number should be greatly increased when the 22 eight-week courses planned for the spring are announced.

Instructors for these classes were selected from the fields of business, indus-

try and education. Several members of this burgeoning staff are hearing impaired themselves. Len and Celia Warshawsky, Sam Block, Janice Tuchman and Pete Seiler are among the staff members.

The response to this much needed program has been encouraging. In addition to the classes the office of adult education sponsors a series of eight forum lectures. The eight fall programs are in operation now and the spring program will be announced toward the end of this year.

Among the topics are discussions on community schools, state aid to public

schools, open classrooms and educational technology. In addition are a boxing exhibition with Tony Zale, a night of jazz with Chicago's own Bunky Green and a mime troupe performing "Mimika."

Some exciting activities are planned for the Chicago area and the deaf community can look forward to a variety of options. Spring adult education classes will begin in March. Further information can be obtained by contacting Bob Baker at Wright College, 3400 N. Austin Ave., Chicago, Ill., 60634. Phone is 777-7900, Ext. 69. TTY is available.



Sam Anthony of the Chicago Police Department interprets to a group of individuals attending the first Wednesday night forum program at Wright College. Those in the first row are Mr. and Mrs. Raci of Oak Lawn and Rodney Gladney of Chicago. (Photo credit: Rich Jajko)

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Mrs. Nixon Attends MSSD Groundbreaking



GROUND BREAKING—Turning the first spadeful of ground for the new Model Secondary School for the Deaf are Mrs. Richard Nixon and student Tom Holcomb. Looking on at the October 17 groundbreaking ceremony are, from left, Gallaudet College President Edward C. Merrill, Jr.; Mayor Walter E. Washington; actress Nanette Fabray; Secretary of Health, Education and Welfare Caspar W. Weinberger; and Senator Jennings Randolph (D-W.Va.). Upon completion in 1975 on the Gallaudet College campus, the new school will serve some 600 deaf teenagers from the District of Columbia, Maryland, Virginia, West Virginia, Pennsylvania and Delaware.

The most dazzling array of luminaries ever to assemble at one time on the Gallaudet College campus, combined with the stirring strains of famous marches from the red-coated Marine Band, and accented by crisp, sunny weather, made the formal groundbreaking ceremonies for the Model Secondary School for the Deaf on October 17 an historic and memorable event.

A crowd of more than 1,000 persons fanned out around the bunting-bedecked platform from which they heard remarks by First Lady Pat Nixon; Secretary of Health, Education, and Welfare Caspar W. Weinberger; Mayor Walter E. Washington; Senator Jennings Randolph, and actress Nanette Fabray.

Larry Brown, star running back of the Washington Redskins could not be present but asked that he be remembered to the students—his “special friends”—with the announcement of a \$1,000 check to the MSSD athletic fund. Brown, who

is deaf in one ear, was the school's commencement speaker last spring.

Speaking entirely without prepared notes, the First Lady carried greetings from the White House. “This includes,” she said, “our family, members of the Cabinet, the Administration, all of these people who are working so hard on programs which will benefit the handicapped—and that includes the ones who are handicapped by deafness.” Upon the First Lady's arrival, she was presented with flowers by MSSD Senior Class President Toby Silver, who some 15 years ago had performed the same task when Mrs. Nixon, wife of the then Vice President, had visited the Washington Hearing Society.

A special honor was accorded the school when Mayor Walter E. Washington read a proclamation designating October 17 as “MSSD Day” in the District of Columbia.

Secretary Weinberger told the crowd that the MSSD will be the “only program

of its kind that is fully supported and operated by the Federal Government. Students here will find unmatched resources to help them prepare for higher education or for the world of work.”

As a co-sponsor of the legislation establishing the MSSD, West Virginia's Senator Randolph has been especially interested in the school's progress. He said that “the successful experiences which have occurred during the past three years in a temporary building are soon to be utilized in this new permanent facility.” It is designed, he added, to “represent the hopes of the significant and stimulating experiment it will house.”

Speaking last was Miss Nanette Fabray, who gave the address at the school's first commencement in 1971. Calling the MSSD “an inescapable commitment to the future,” Miss Fabray said: “When the young deaf students of this school—many of them here today—with thousands yet to come, down through the years—when they walk the pleasant paths that will be here in the future, when they speak with their hands and their bodies and their expressive faces—as the deaf so beautifully speak among themselves, let them remember that this school came from the hearts and minds and work of those who wish them well.”

Students were paired with the guest speakers to turn a spadeful of ground. Taking the first turn with Mrs. Nixon was Tom Holcomb, of Delaware, followed by Stephen Gasco, Pennsylvania, with Secretary Weinberger; Galinda Goss, Virginia, with Mayor Washington; Ivy Mathews, District of Columbia, with Senator Randolph; and Robin Edwards, Maryland, with Miss Fabray.

Following groundbreaking, Mrs. Nixon and the other VIP's filed past the crowd and spent about 10 minutes autographing programs before going to the home of Gallaudet College President and Mrs. Merrill for a reception.

Preceding the groundbreaking, a special luncheon was held focusing on the legislative history of the MSSD, with Rep. Hugh Carey of New York as principal speaker. Carey introduced the bill to establish the MSSD in the House of Representatives.

Other speakers included Mrs. Patria G. Forsythe, former HEW program officer for the MSSD who is now professional staff member of the Senate Subcommittee on Handicapped; Don G. Pettingill, coordinator of Off-Campus Studies at MSSD and president of the NAD; and Mervin Garretson, MSSD principal.

The new MSSD facilities when completed in 1975, will accommodate up to 600 deaf teenagers from a primary service area of the District of Columbia, Maryland, Virginia, West Virginia, Pennsylvania and Delaware. Six dormitories will house about 450 residential students. Presently operating in temporary facilities on the Gallaudet campus, the MSSD program currently provides individualized instruction for about 120 students.

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From A Parent's Point Of View

Mary Jane Rhodes, Conductor

I remember the day we brought Susie home from the hospital. Ronnie was only 13 months old when she was born, so he was really still a baby himself. I remember laying her on the tray of his high chair so he could see his new baby sister and from the very first sight of her, it was obvious that he thought she was great. They were babies together and he shared his life and his goodies with Susie. Many times I would come into their room to find him sitting in the baby bed with her, trying to feed her a cookie or a banana or some other special treat. I particularly remember the times I would hear them laughing, and I would tiptoe into the room to see what was so funny. Many times I would find them just sitting in their baby beds looking at each other—and what they saw made them happy enough to laugh out loud.

When Ronnie was three he left Susie and began school. She missed him and it was a long time before she understood why he could go to school when he was three and she had to wait until she was five. But he was good about sharing his experiences with her and would bring home papers and knowledge he had learned. I remember the flash cards with words like top, shoe, ball and jump. Perhaps his display of reading ability at the age of three was a frustration to her also, but I do know that she was eager to learn to read long before it was time for her to enter school.

As the year passed, they had all of the conflicts and clashes that other brothers and sisters encounter . . . but there always was that special "communication" between them. I remember how Susie would be called upon to try to explain something to Ronnie before we knew the language of signs. Truthfully, I don't know how she communicated—but usually she was able to help him understand. Then there came the time when we had to let Ronnie go away to school. This was a most difficult time for all of us and I will never forget Susie asking, with tears in her eyes: "Mommie, why did God make Ronnie deaf?" She missed her brother very much and her life was empty without him. When we moved and Ronnie again became a day student, Susie shared his friends from the school for the deaf and he shared association with her hearing friends. She was proud of her brother who participated in football, basketball, baseball, swimming, wrestling—and all of the other activities sponsored by the school for the deaf.

Because Ronnie was deaf, our family joined a church for the deaf. I will never forget the time we all went to church during the week to do some work—and how we discovered Ronnie and Susie "playing church" with Ronnie as the

preacher and Susie receiving Communion. But, there were also the times when they argued and fought and also many times when Susie was sure that Ronnie was the most loved. It was difficult to explain to her why Ronnie required a little bit more attention and special efforts to share family life. To her, he was a very capable, talented and motivated young man . . . why did he need special consideration?

Her brother was a terrible tease and this led to uncountable physical conflicts—as she chased him and he outran her—again a proof of his superiority in her mind. But he was quite proud of her and did tell me that she was the prettiest girl in all of the world—and he was especially proud of her when she went to the Prom at the Indiana School for the Deaf, as the date of one of his very best friends.

Looking back now, I can see that their relationship was a lot closer and more meaningful than that of most brothers and sisters. I was also aware that Susie was a more sensitive, understanding and mature child because of her adjustment to her brother's deafness. She was a

sought-after friend and one who would listen to her friends' problems. Perhaps because she had helped find answers to deafness in our home, she was better able to help her friends find answers to their frustrations. At any rate, I did realize that she was as special in her role of sister to a deaf brother as Ronnie was special in his acceptance of his deafness . . . and while there were good times, there were bad times, too. They reached out to each other for strength when divorce became a fact in our family. Together they supported me when I decided to move to Maryland to enter full-time work with the deaf. Then last year they comforted each other when their father died.

I know that as the mother of these two very special kids that I will be accused of being prejudiced . . . but honestly I tell you with all sincerity—they really are special. And because I have been privileged to have them for a son and daughter, I would like to share some words that Susie wrote recently. I hope these words will help other parents of deaf children to recognize how special the relationship can be between deaf and hearing siblings and I hope they will take the time to enjoy their children as I have mine—because I have been richly blessed with a deaf son and a hearing daughter.

WORDS TO A SILENT PERSON

By Susie Rhodes

His eyes showed life itself . . .
Actions with him were louder than words.
When he uttered but one word
It was by far more melodic
Than any choir on earth.

The love he felt for fellow men was true,
Void of any walls we so often build
around our feelings.
When he felt pain,
You had but to take one look and
You knew by his face,
What he was feeling inside.

As a friend there was none more loyal and true.
Courage abounds in him making him
braver than the bravest soldier.

A rare person he is because
He knows what it is to care and love
and feel freely.

Perhaps you wonder where this person is to be found.
At times he makes no sound
But uses his hands and body to impress his thoughts upon you.
Some think him strange,
Others hail him wonderful.
He fills me with joy when just thinking of him.

You see this man is my brother and
He is deaf . . .
And I LOVE HIM for showing me how
to care and feel and love . . .

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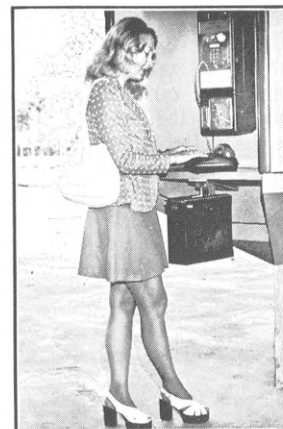
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Frederick C. Schreiber, Executive Secy.

N.A.D.

President's Message

By Don G. Pettingill

9314 Wellington
Seabrook, Maryland 20801



November is "thanks giving" month. Each year I try to pick the three things I feel especially good about and indebted to for the well-being of deaf people everywhere.

In the December issue there will be a comprehensive article on the Jr. NAD Summer Camp by Frank Turk, NAD Board Member and national chairman of the Jr. NAD. I am especially grateful for Frank's tireless leadership in this area. Without the vision, foresight and selflessness of Frank, and Don Padden, in establishing Swan Lake Lodge, the Jr. NAD Youth Leadership Camp at Pengilly, Minnesota, there probably still would not be such an outstanding facility available.

Then I am grateful for the highly professional and deeply detailed Management Study (a report of the Committee to Study and Monitor the Home Office of the National Association of the Deaf). I have written about this before and have publicly and privately thanked the committee who did this outstanding work. Incidentally, we wish to distribute copies of this report to all state associations and to their Representatives who will be at the Seattle convention. Since copies are limited, please write directly to me at address in the masthead of this column if you are interested in obtaining a copy.

The third and most far-reaching blessing for which I am grateful this year is Gallaudet College, with its dynamic president, Dr. Edward C. Merrill, and its many faculty members who go above and beyond the call of duty in their daily work.

When one considers the three things above, he realizes Gallaudet is serving the nation in far more ways than just education of college students.

Anything that has to do with deaf youth is of much interest to Gallaudet. The Office of Youth Relations was established in 1970 and Frank Turk was named the director. Within the scope of his responsibilities are relations with deaf youth in all schools for the deaf and elsewhere, and this, of course, includes the Jr. NAD. So it can be readily seen how Gallaudet College lends a tremendous amount of actual support in the way of manpower, etc., to such a worthwhile project.

Four of the five members of the Management Study Committee were Gallaudet employees. Although they did the study in their own time, they could not have done such an outstanding job without the blessings of the college administration. The four are Dr. Suleiman Bushnag, Alan B. Crammatte, Wilson Good and Dr. William Varrieur. The fifth member, E. Marshall Wick, is from NTID.

Several members of the Planning Committee for the coming WFD meeting in Washington, D.C., in 1975 are Gallaudet faculty members. Many Gallaudet facilities will be made available for this momentous event. With such help, the WFD meeting cannot help but succeed.

Dr. Merrill is also chairman of the Program Planning Committee for the 1974 Annual Meeting of the President's Committee on the Handicapped. The focus this year will be on deafness. I am privileged also to serve on this committee. We have had one meeting and the format is beginning to shape up well, and looks very promising.

At the present time, the Office of Continuing Education headed by Dr. Thomas A. Mayes is making great strides into the nationwide deaf and hearing communities, developing more

and better far-reaching opportunities for self improvement of adult deaf people!

Al Pimentel, director of Gallaudet's Public Service Department, is also national chairman of our Leadership Training Committee. The primary purpose of the committee is to set up training seminars or workshops where the action is **in the states** so that more local people can participate and benefit from such meetings.

The Halex House Dedication of last May was masterminded by Ronald Sutcliffe, manager of the Gallaudet College Bookstore! This event, too, was an outstanding example of the effective and much appreciated backing and help which Gallaudet College is forever ready to lend the deaf community.

And then, of course there are the many and varied services, large and small, which Gallaudet provides the NAD and the deaf community—gladly. Among these are computer services, meeting facilities, publicity and printing.

For all this, and much more, the NAD, and I, personally, are very grateful. Thank you, Gallaudet!

Donald Irwin, national chairman of the Regional Committees, has done a lot of groundwork and paperwork on plans to effect some solid organization at the state levels.

Gary Olsen, president of the Indiana Association of the Deaf, now has the ball and is running with it. Plans are being finalized for the first state-sponsored regional conference to be held in Indianapolis, November 30-December 2. Incidentally, Olsen was recently appointed by the NAD Executive Board to fill the unexpired term of the late John Claveau for Region II.

Virginia is also discussing a conference for Region I with Irwin and Turk.

Following is Mr. Olsen's latest communication re the conference to the states:

To: Region II
State Offices
Seattle Representatives
From: Gary W. Olsen, President
Indiana Association of the Deaf
Re: Region II Conference

As of today, October 29, we have received 44 responses from 10 of the 13 Region II states. Only one responded in the negative due to distance and cost but sent in some good questions and suggestions for our consideration.

Out of the total responses, only four proposed dates other than November 30-December 2, so the conference dates are set for November 30-December 2.

Quality Inn of North Indianapolis has been selected as our conference site. It is located on 38th Street at Fall Creek Parkway, just south of and across from the Fairgrounds. Room rates are as follows:

Singles \$13.00
Doubles \$15.00

The meals there are very reasonable regardless of the general increase in prices. In fact, we are going to have our Saturday night "banquet" there.

A good number of resource people will be with us during our conference. They will be very helpful sharing their knowledge and information with us:

Don G. Pettingill, NAD President
Jess M. Smith, President-Elect
Robert O. Lankenau, Immediate Past President
Fred C. Schreiber, NAD Executive Secretary
Dr. Sam Block, NAD Board member from Region II
Mrs. Alice Tinsley, Registered Indianapolis Lobbyist
Donald Irwin, NAD Regional Committees Chairman
Norman S. Brown, DEAF AMERICAN State News Editor
Hopefuls:
Dr. George Propp, NAD Secretary-Treasurer
Al Pimentel, State-level Leadership Training Chairman
Terrý O'Rourke, Communication Skills Program Director
Dr. Jerome Schein, Research and Development Chairman

We are attempting to keep the conference program as tentative as possible, enabling you to add your suggestions. The listings below will comprise the general program:

Main topics:

Need for Changes?

The NAD Today

Where are we going from here?

The NAD Dollar

Let's GO!

Discussion topics:

Seattle Convention

VIIth World Congress of the Deaf

Halex House

President-Elect vs. Term

Bylaw Changes . . . timing and how?

On being a Representative

Regional Committees

Regional Divisions . . . what basis?

DEAF AMERICAN—State news, etc.

What services?

Our (state's) Role

Where are the governing policies for the Board?

Publication Division

Deaf Youth's Involvement in State Association Activities Programs

Revenue Sharing: State Associations Role?

Grant Information—Hows and Whys

Enlarge the NAD Board?

NAD officers and Board members allowed to vote?

NAD Membership drive

Jr. NAD in the local school programs, other than state schools

Ways and means of sharing with each other, more constructive ways

ABC's of Lobbying

NAD Committees

Assistant Executive Secretary

Below is the list of states that have responded and those that did not: Wisconsin, Kentucky, Illinois, Ohio, Indiana, Iowa, Michigan, Nebraska, Missouri, North Dakota (can't come). No word: Kansas, South Dakota, Minnesota.

Region II Conference Purposes

1. To have a conference for the state association officers and Seattle NAD Convention Representatives of members states of Region II.

2. To discuss ways and means members of Region II can better cooperate towards developing and implementing individual and joint projects. Opening actual and to better communications among ourselves.

3. To enable members to assemble with key NAD people on a smaller scale, providing better chances to get first-hand information and **facts**.

4. To develop better understanding of NAD's growth and problems, both old and new policies and procedures. The role the member states can and are to play. Also something like . . . Everything you always wanted to know about NAD.*

5. To learn of the many services, both national and statewide, that are available and HOW we can take advantage of them.

6. To meet, discuss and plan strategies for necessary courses of action at the 1974 Seattle Convention.

7. To develop a list of priorities and courses of action we ought to take and from where we should take off.

*But were afraid to ask.

HOME OFFICE NOTES

By Frederick C. Schreiber



Trying to keep up with Home Office Notes can be quite a chore and it has just become evident that Christmas is almost upon us. The Executive Secretary has decided that rather than send Christmas cards to all the friends of the Schreiber family, he would instead wish everyone a Merry Christmas via THE DEAF AMERICAN and contribute the cost of the cards and postage to the Halex House Building Fund instead. We also invite other readers to join us in this venture. If enough people want to take part in this, we will feature, in the December issue of THE DEAF AMERICAN, a full page ad listing all of the people who join us in wishing all our friends a Merry Christmas and the best of New Years by contributing to the building fund rather than to the Post Office and the endless chore of addressing Christmas cards.

Things here have been as hectic as they usually are. Due to inherent problems, the revised edition of the NAD's **A Basic Course in Manual Communication** did not come off the press on schedule and since we had no more copies of the original ABC we were besieged with letters, calls and even telegrams for copies of the book. However, the new book is now available and we think people will agree that it was worth waiting for. We are especially proud of the fact that we have managed to hold the line price-wise so that even though the new book is bigger than the old, has new drawings, more pages, more color, the price is still the same. And in this day and age it is very, very rare to find something new at 1970 prices. So we are pleased with ourselves in this respect. We also have to serve notice, however, that in short order prices of everything we sell will have to increase because of the high

cost of money. To be exact, we intend to maintain our prices but where we formerly absorbed postage charges we will no longer be able to do so. However, rather than to require customers to figure out postage costs, we will be increasing the cost of practically everything we sell a few cents to take care of postage and handling. For orders that are not prepaid, the costs will be even greater and we will be assessing a 1% interest charge per month on unpaid balances after 30 days. This seems to be the way things are going everywhere more because of the high cost of borrowing than anything else and the NAD is in the same boat as everyone else where this is concerned.

One of our newest projects has been to try to insert flyers in many of the local papers for the deaf advertising not only the new ABC sign language book but also the playing cards and flash cards which we are promoting vigorously as excellent Christmas gifts. We have asked the editors of many of the local and state association papers if they would insert these flyers in their publications as a public service to the NAD. In the next issue we hope to list the publications which have consented to do so. What with the problem in government, promoting our publications is the big thing and our major source of income at this time. We have had the misfortune to lose another one of our tenants in Halex House so that the gains that are made in renting space to new people are being nullified by losses that are occurring. Latest tenant to leave is Harold Esten of Halex Corporation. Mr. Esten is the former owner of Halex House and due to business reverses has elected to close this office as of November first. So that after renting a total of 1400 square feet a short time ago, we find ourselves with an additional 900 square feet of vacant space. So we have a total of 1700 square feet for rent. Since this amounts to almost a thousand dollars a month in rentals, it can be seen that we are suffering somewhat. However, we will continue our efforts to fill the building and our indefatigable building manager Jack Levesque will continue his wonderful job of building new offices as occasion requires.

WE WOULD LIKE TO TAKE ESPECIAL NOTE of Levesque's efforts because we have been extremely fortunate in having him with us. If it were not for Jack we would have had to

hire outside contractors to remodel our offices and this could have been prohibitively expensive. As we reported some time in the past, our original efforts to remodel some of the space resulted in a bid of \$1100 for work that Jack and volunteers, Tom Cuscaden and Roger Scott, eventually did for about \$500. Since that time, Jack has practically singlehandedly done most of the alterations and construction of new office space. He does the carpentry work himself and does it well. By conservative estimation his skill as a carpenter has saved the NAD at least \$3000 in the last four months and it must be admitted that this "ain't hay." So when you see Jack in the building in overalls, it is safe to assume that he is building new walls in one of the offices below and it is safe also to count again how lucky we are to have a man of his skills available to handle this kind of work.

One of the major problems in being a landlord is parking. Not only do we lack enough parking for all of the people who work in the building but we suffer from freeloaders who park illegally on our property. This has been really troublesome and as yet no true solution has been found. We have tried towing offenders away as rapidly as possible and as a result towed away the car of a visitor to the offices of one of our tenants. We shall try next to block the Thayer Avenue exit and restrict entrance and exit to the alley which opens in the middle of Fenton Street. So future visitors to Halex House might want to note this and not try to get cars in from Thayer Avenue. We are also seeking additional parking spaces on the lot next door to our parking lots as our own staff members suffer because we have to reserve parking for our tenants first. But we hope to get an additional 20 spaces in the next lot at monthly rental of \$15 per month. If this happens we will at least have enough parking spaces to take care of our tenants, our staff and visitors to the building. But we will continue to tow all illegally parked cars until people learn that the posted signs mean what they say.

WHAT WITH ALL THE EXCITEMENT IN WASHINGTON,

it is hardly time to discuss the NAD grant program. However, with this month the Census grant will be finished. As this is written, we do not yet have any indication as to whether we will be able to continue with an annual survey as we intended. But the new Vocational Rehabilitation Act does call for continuing estimates of the population to be served and their needs and it could very well be that by the time you read this we will have a new grant. However, whether we do or not, we expect that we will have the Census report off the press before the year is over and it will be on sale through the NAD publications division. We are planning to print 10,000 copies of this report in hard cover since we do not know when, if ever, there will be another report of this kind. It took us 40 plus years to get this one and while we hope it will not happen, it could very well be that we will have to wait another 40 years before we get another such Census. So the book will be in hard cover and will be offered at a pre-publication price of \$7.95. This is more than intended, but among other shortages in this country, power, fuel and money shortages, we have a paper shortage as well so that the cost of printing, too, is going up faster than we like to say. This, by the way, points to how great a bargain the new **ABC** book is. We increased the number of pages,

One encouraging aspect of our program has been the support engendered by Gallaudet College and particularly its president, "Pete" Merrill. Not only does Gallaudet have a director for its "Talent Search" program but it also has a Youth Relations Director who coincidentally is also the Junior NAD's National Director. Gallaudet contributes substantially to the camp program with many students serving as counselors while faculty members are often pressed into service as guest lecturers. The college also contributes to the Junior NAD conventions but even more than that there are other areas as well. Only recently Gallaudet and the NAD shared a booth at the NRA convention in Atlantic City. Had it not been for the college we wouldn't have been there at all.

New Publications

Children's Sign Language Playing Cards by Shirley Hoemann	\$1.50
I'M DEAF TOO, 12 DEAF AMERICANS by Bowe & Sternberg	\$2.00
Sign Language Flash Cards by Dr. Harry Hoemann	\$5.00
BEOWULF rewritten to 3.0 reading level by Marny Worden	\$3.00
THE FORGOTTEN PEOPLE by Woods	\$6.50
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The Deaf Community Study by Schein	\$6.95
SIGNS OF SILENCE by Powers	\$6.95

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Quota International To Emphasize Services To Hearing Handicapped

At its 52nd annual convention held in Toronto recently, Quota International reaffirmed the following resolution:

SERVICE TO THE HEARING AND SPEECH HANDICAPPED

Whereas, it is desirable for Quota International, Incorporated, to have one unified Service Program, and

Whereas, service to the hearing and speech handicapped is one of the major concerns of Quota International, Incorporated, and

Whereas, every Club and every District becoming involved in a project of its choice to assist the hearing and speech handicapped persons would create a strong impact for Quota International, Incorporated, therefore

Resolved, that Quota International, Incorporated, urges every Quota Club and every Quota District to undertake at least one project involving financial assistance or personal service in the field of hearing and speech, and

Resolved, that each Quota Club adopt as a major emphasis of its service program a project in the hearing and speech field and that each Quotarian become involved in this program by giving personal service in order to reinforce our Unified Service Program and strengthen our impact around the world.

The convention body also re-established its Committee on Service to the Speech and Hearing Handicapped which had been dropped last year.

Thomas Scott Cuscaden

Thomas Scott Cuscaden died in an Omaha, Nebraska, hospital September 3, following an automobile accident two weeks previously. He was dean of boys at the Nebraska School for the Deaf, 1945-1958.

Cuscaden was a football star at the Nebraska School and Gallaudet College and for Akron's famed Goodyear Silents. He was a member of the American Athletic Association of the Deaf's Hall of Fame. Survivors include two daughters, Mrs. Mary Elstad of Denver and Mrs. Eleanor Propp of Glenview, Illinois, and a son, Thomas, Jr., of Silver Spring, Maryland.



The Rev. Dr. Edwin W. Nies, D.D.S., died October 16, 1973, in New York City. Shown above in a 1969 picture, he is survived by his wife, Barbara Carter Nies; two sons, James and William; a daughter, Dr. Winifred Northcott; a sister, seven grandchildren and a great-grandson. The family has requested that anyone wishing to give a memorial to Dr. Nies consider the Scholarship Fund at Gallaudet College.

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USA Swimmers Make Big Splash In Malmo Games

Ron Rice Wins 5 Gold Medals, Sets 7 Global Marks; Hard Work And Discipline Win 4 Gold Medals For Lynn Ballard As She Breaks World Record in Women's 100-Meter Butterfly Three Times; Phil Clarkson Shatters World Standard in 400-Meter Individual Medley For His Fourth Gold Medal; Swimmer Kathy Sallade Is Flagbearer Of USA Delegation And Repeats As World's No. 1 Deaf Backstroker; Jozefa Muszynski Wins Fourth Straight Women's WGD 200-Meter Breaststroke Title; USA Sweeps All Four Relays And Also Men's 1,500-Meter Freestyle And Men's 400-Meter Individual Medley

By ART KRUGER, Sports Editor

7530 Hampton Avenue #303

West Hollywood, Calif. 90046

The report of the starter's gun is heard by everyone in the pool area but one tall, lanky swimmer.

It falls on deaf ears in Ron Rice's case.

And this can cost him an important fraction of a second in a race when he has to turn his head slightly away to catch the go-signal visually.

But you'd never know it to look at just part of his record. Rice is holder of seven varsity marks at Sterling Heights (Mich.) High School (he's a senior now), showed his potential last February when he won the 100-yard freestyle event in The Detroit News Invitational meet, won both the 200- and 400-yard freestyles in the Warren Conference championship meet and took the same two events in the Macomb County meet.

A 17-year-old who has had a 90 percent hearing loss since birth, Ron is also holder of seven American Deaf records in the short course pool. He trained extra hard after qualifying for the USA World Games for the Deaf squad in the tryouts at Morganton, N.C., in June 1972, where he won no less than six gold medals.

And when he accompanied a 143-man USA team to Malmo, Sweden, Ron Rice led all the mermen and mermaids to the largest USA victory harvest of medals. He became the second boy from Warren, Mich., to collect five GOLD medals, but he became the first American to break SEVEN world deaf records in one World Games for the Deaf. He's in fact, the world's greatest deaf freestyler and also the world's No. 1 deaf sports hero. The Malmo press dubbed Ron Rice the "Deaf Mark Spitz."

Five Victories and Seven Global Marks

Here's the count:

800-meter freestyle relay—Rice swam a record-breaking 200-meter leg in 2:07.2 as the USA relay team set a global record of 8:53.4. Ron Trumble, Jr., of Jacksonville Beach, Fla., Albert Walla, Jr., of Stamford, Conn., and Philip Clarkson of Pasadena, Calif., were his helpers.

400-meter freestyle—Rice shattered the old best time by more than 12 seconds as he swam a world mark 4:32.9 to whip teammate Albert Walla, Jr.

100-meter freestyle—Rice clipped more than two seconds off the old standard

when he was clocked in 57.3, far ahead of Lindsjo of Sweden, with Panyl of Hungary taking third.

400-meter medley relay—Rice and backstroker Jeff Lewis of New York, breaststroker Neal Arsham of Shaker Heights, Ohio, and butterflyer Phil Clarkson set a new world record of 4:33.7.

1,500-meter freestyle—Rice set his sixth global mark of the week with a 9:44.6 clocking for the first 800 meters, eclipsing the old record of 10:13.5 set by Laszlo Kollar of Hungary in 1969, and then another world mark at the end of the 1,500-meters, a sparkling 18:08.4. His teammates, Albert Walla, Jr., and Phil Clarkson, took second and third places in 18:49.4 and 19:14.0, respectively. And all three USA swimmers bettered the world standard of 19:23.7 also set by Kollar in 1969.

The first American to win five gold medals was Fred Savinsky, then 20 years old, also from Warren, who made his sparkling performance in the 11th World Games in 1969 at Belgrade, Yugoslavia, and his feat was enhanced by virtue of the global records that fell with each of his five wins. Fred won the 100- and 400-meter freestyles, the 200-meter butterfly

and the 400-meter medley and 800-meter freestyle relays.

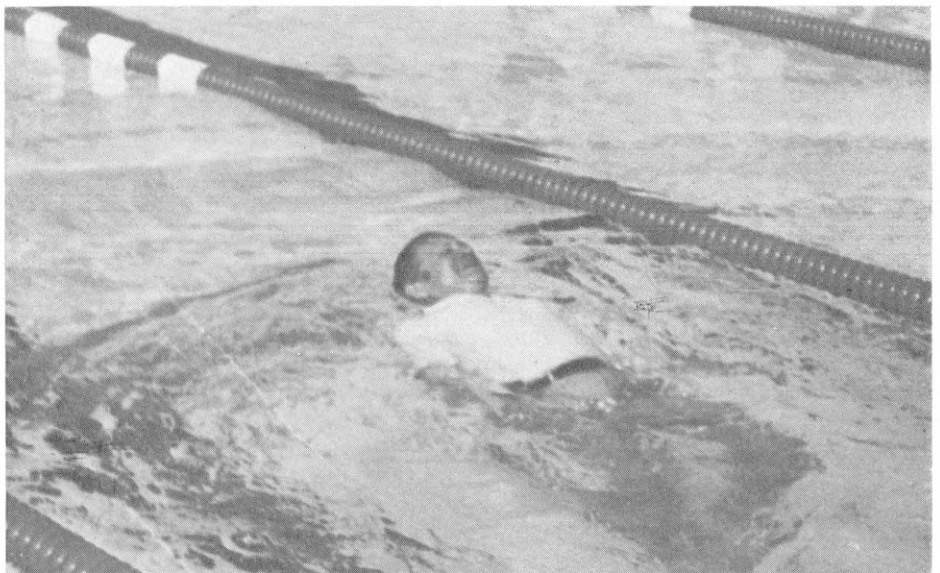
Rice's performance this year confirmed an earlier prediction by us and also by John Wieck, coach of the USA swim team for the third consecutive time as well as being the swim coach at Birmingham (Mich.) Groves High School and past president of the Michigan High School Swimming Association. We said that Ron would break all of the freestyle records.

Ron followed in the footsteps of his older brother, Rick, who competed in the '69 Yugo meet and came away with a gold medal as a member of the winning 400-meter medley relay.

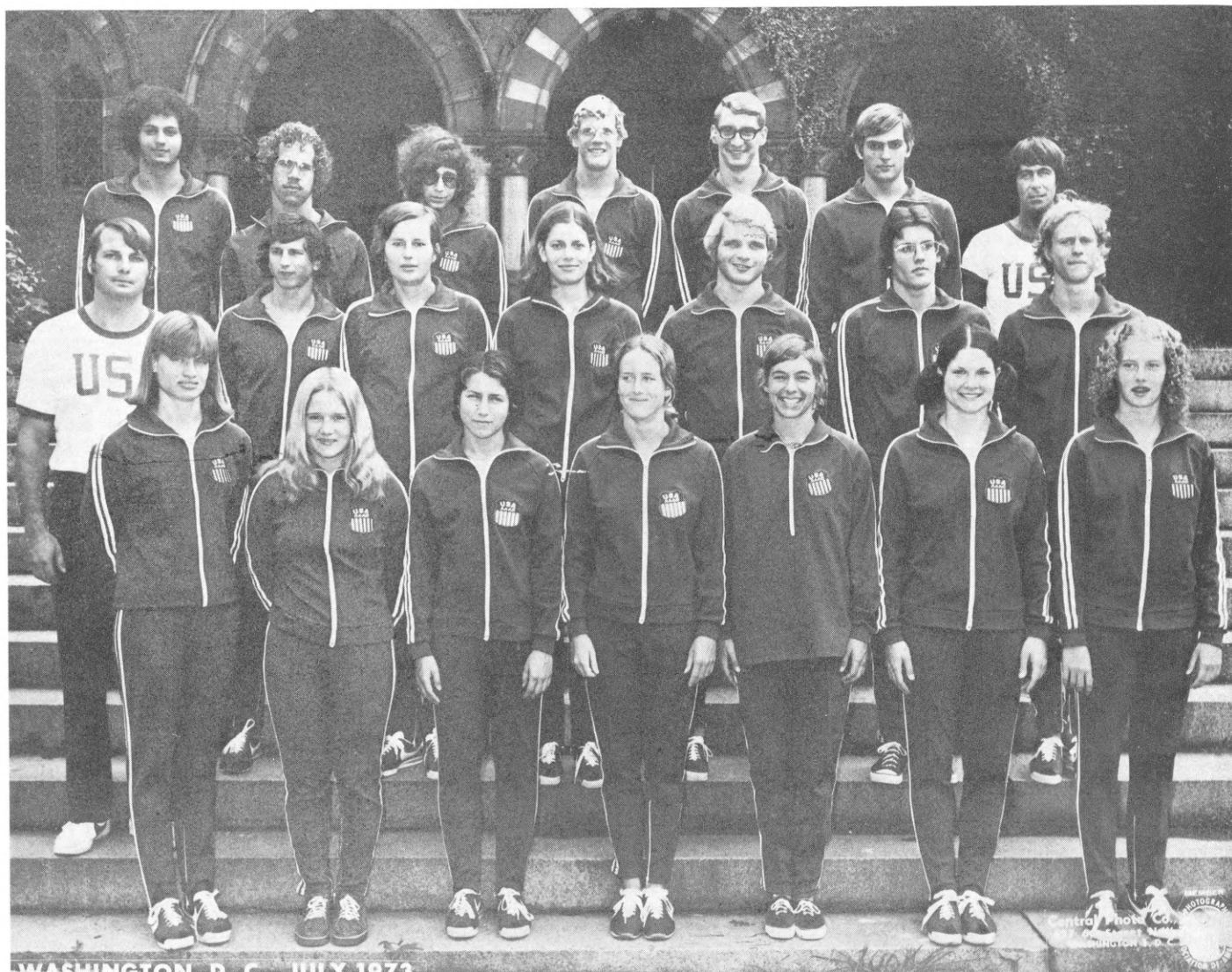
The brothers are the only deaf members of the family of Mr. and Mrs. Ralph Rice. They have seven boys and three girls. The parents went to Malmo to see Ron compete and naturally they were very proud of him.

"Ron is the hardest worker I've ever had—he was always striving for perfection," said Bob Gose, the swim coach of Sterling Heights High.

Qualifying for the USA team wasn't the only problem confronting Ron. He also had to raise \$2,000—as did the others on the USA squad—to help pay ex-



DUNKING—When the best-planned swimming meet ever held in the history of the World Games for the Deaf was over, the American swimmers, both boys and girls, threw Art Kruger into the pool as an appreciation for his part in assembling the greatest USA swimming team ever. Both coaches, John Wieck and John Buckholtz, were thrown into the pool. Here Art seems to enjoy floating in the water.



WASHINGTON, D. C. JULY 1974

FINEST USA SWIMMING TEAM EVER—They made a big splash at the XII World Games for the Deaf at Malmo. Individually they reaped a total of 26 gold medals, 4 silver and bronze and figured in setting all of 15 new global marks in 17 swimming events. The United States aquatic stars, from left to right: **FRONT ROW**—Shirley Hottle-Johnson, St. Paul, Minn.; Bobbie Bridges, Irving, Tex.; Regina Russo, White Plains, N.Y.; Lee Ann Johns, Laguna Beach, Calif.; Kathy Sallade, Arlington, Va.; Lynn Ballard, Pelham Manor, N.Y.; Anna Tally, Winston-Salem, N.C. **MIDDLE ROW**—John Buckholtz, coach, Honeoye Falls, N.Y.; Ken Dardick, Creve Coeur, Mo.; Jozefa Muszynski, Newark, N.J.; Carol Tufts, Van Nuys, Calif.; Craig Sellers, Eunice, La.; Barry Hill, Coral Gables, Fla.; Ron Trumble, Jr., Jacksonville Beach, Fla. **BACK ROW**—Jeff Lewis, New York, N.Y.; Albert Walla, Jr., Stamford, Conn.; Neal Arsham, Shaker Heights, Ohio; Ron Rice, Warren, Mich.; Gene Rusiecki, Niagara Falls, N.Y.; Phil Clarkson, Pasadena, Calif., and John Wiecek, coach, Birmingham, Mich.

penses for the trip which included a tour of the Scandinavia, Scotland and England. Through fund-raising activities, Ron had no trouble reaching his quota. About \$1,200 alone was raised by a benefit marathon swim staged by his teammates from the Sterling Heights swimming team.

Having taken part in the World Games for the Deaf two times, Fred Savinsky was through competitively and wanted to stop at the high point. In 1965, he won only one gold medal.

Mark Spitz was a flop and did not show his true worth in the 1968 Mexico City Olympics, but at the recent Munich Olympics he became the World's No. 1 sports hero when he won SEVEN gold medals in swimming. He quit at the age of 22.

And this was the first WGD competition for Ron Rice. He will have to wait four years before another World Games rolls

around, but the Sterling Heights senior has a lot of fond memories about his performance in the games at Malmo last summer.

Philip Clarkson was the other standout swimmer on the USA Malmo squad. The harsh sound of the starting gun is one noise he can hear without his two electronic hearing aids.

Phil, a 19-year-old swimmer, is a graduate of Temple City (Calif.) High School and is now a sophomore at Pasadena City College.

A small ad in *Swimming World* attracted Phil to the national trials for the World Games held in 1972 in Morganton, North Carolina. He went home with five gold medals, two silvers and a bronze, as well as a berth on the USA team. It was also the first time Phil had competed with other deaf swimmers.

Coached by Ron Ballatore, Phil swims

year-round on three different teams. In the fall he is a goalie for the PCC water polo team. He swims in the springtime for the college in short course competition. This year, his team placed first in the Southern California Junior College Championships and third in the State Junior College Championships. Then during the summer, Phil swims long course with Ballatore's AAU team, the Pasadena Swim Association.

Phil's specialty is the 200-yard butterfly. A time of 2:00.8 (this is a new American deaf record) gave him fifth in the State Junior College finals. He was picked as an All-American Junior College Swimmer for his performance in this event. Of the 12 in the nation who were chosen for the event, Phil was ranked sixth.

A bout with measles at 10 months caused Phil to lose his hearing. Very soon his mother began to question some

of the methods used in helping young hearing impaired children. For instance, at one clinic, sign language and speech-reading were used on the very young instead of hearing aids. Mrs. Clarkson felt any residual hearing Phil might have should be fully utilized.

When Phil was two-and-one-half, he began auditory training at the HEAR Foundation in Pasadena. He was given two very good hearing aids, the same ones he uses today. His mother spent many long hours working with him on his speech and vocabulary and on teaching him to get along in the hearing world. Because Phil has known speech since he was a small child, his voice quality and pronunciation are excellent.

At this time, Mrs. Clarkson made the most important decision that would affect Phil's entire life. She decided to raise him as a hearing person rather than have him segregated in special schools for the deaf. "I guess I was thinking more of the future, knowing that he would have to compete with hearing people as an adult."

He has, in fact, been so well-integrated with hearing people that competing with deaf swimmers was a new experience for Phil. In order to communicate with other deaf athletes, he took a crash course in sign language prior to his departure for Malmö, Sweden.

Phil began kindergarten in the Temple City (Calif.) public schools and continued without repeating a grade through high school. Lucille Rogers, Phil's tutor at PCC, said, "Phil is very bright. He is able to lipread and guess a lot as well as use his hearing, with the hearing aids, to its greatest potential. He also has a sense of humor that keeps him going when he cannot hear or understand what is happening." Phil admittedly relies on joking and gestures at times to communicate with his friends and classmates.

Contrary to academics, swimming is one area where Phil does not have to depend on his hearing aids for success. He cannot wear them in the water because they are electronic. He depends instead on his teammates and coach to inform him of the events, lane assignments and schedule changes.

Ballatore doubts that Phil loses any time at all in the start. "Most deaf people can 'hear' a gun shot," says Phil, "because the sound is so sharp and hard."

Phil trains approximately four hours a day, two in the short course pool at PCC and two in a long course pool in Monterey Park, Calif. For each 1,000 yards, he does 600 easy and 400 hard. He also trains with weights during December and January and does 300 situps a day for the first four months of the year.

Phil winces at the mention of soreness and pain that follows a workout. Bellatore says he works extra hard to increase his confidence in his abilities. "My main role as his coach is to work with his abilities and make him believe in himself."

This rigid training helped a lot as Phil Clarkson won four gold medals and a bronze at Malmö.

Clarkson won the 200-meter butterfly on the first day of competition, but did not break Fred Savinsky's world mark of 2:27.3 set at Belgrade in 1969, as he won in 2:32.0. Then he swam on two world-record winning relay foursomes, and achieved his ambition by shattering the world deaf record in taking the 400-meter individual medley in 5:22.8. Ron Trumble, the former world record holder, was sec-

ond and Al Walla third in that event. Ron also bettered his former global standard when he did 5:25.1. After that event Clarkson swam the 1,500-meter freestyle and helped the USA sweep this event when he placed third.

Kathy Sallade is one USA swimmer we admire greatly.

Twenty-four years ago last August 28, Miss Sallade was born deaf in a Florida

Sju guldmedaljer tog amerikanske simmarer Mark Spitz vid Munchen-OS i fjor. Segrar som gav honom miljoner på bankboken och världsberömmelse...

Den tysta olympiadens MARK SPITZ

Av KARL HENRIK SAX

MALMÖ (Expressen) Här är dövolympiadens mest suveräne segrare. Simmarer som till och med är ett strå vassare än guldvärdarna från München-OS — Mark Spitz.

Sju gånger har 18-åriga amerikanen Ron Rice klivit upp på startpallen för finalheat i Malmöns egen tysta olympiad.

18-åriga Ron Rice är precis lika bra vid dövolympiaden i Malmö. Den svårt hörselskadade amerikanen har också simmat till sig sju guld. På bilden har Ron tydligen glömt trä av sina guldpengar ehmma — har bara fem runt halsen.

Foto: ULF RYD

BIG WINNER—This photo first appeared in a daily newspaper in Malmö, Sweden. Ron Rice, a powerful 17-year-old freestyle whiz from Warren, Michigan, was dubbed "Deaf Mark Spitz." Rice's log at the Malmö World Games for the Deaf was incredible—five events, five gold medals, seven world records in five events. If you can read Swedish, well and good.



ACCOLADE—Congratulating Kathy Sallade for repeating her 100-meter backstroke title in a new global record of 1:20.2 were, left to right: Regina Russo of White Plains, N.Y., Ken Dardick and Lee Ann Johns of Laguna Beach, Calif.

hospital, coming into a world she described as having been "silent and lonely" until she discovered swimming.

"I'd been in a shell for a long time. I didn't have many friends, but one friend brought me out through swimming" in her junior year in Fort Lauderdale (Fla.) high school, she recalled.

Kathy did not participate in the USA trials at Morganton because she was looking for a job at that time. When she finally landed an attractive job in Arlington, Va., she wrote us to ask if it would be too late to have her on our USA swimming team for the Malmo Games. Knowing that she would defend her backstroke title, we got her in.

Miss Sallade has been working for a year as a swimming instructor at Arlington's Yorktown High School.

The pool is one of three operated year-round at the county's high schools and is open to any Arlington resident. Since they were opened last year under joint administration by the school board and the recreation department, almost 200 handicapped persons have enrolled for free lessons, related Donald Quesada, program director.

A 1972 graduate of Gallaudet College, where she majored in physical education, Miss Sallade teaches swimming to all comers. She is also working with Dorothy Dunbar, director of the Yorktown pool and swimming coach at Gallaudet, on a text for teaching swimming to the handicapped. It is to be used by the Red Cross.

During the past year, she and the other instructors have taught four young children, both deaf and blind, to swim and she clearly enjoys the challenge of teaching the handicapped.

Because Arlington's pools are designed to accommodate the handicapped, Miss Sallade said, "We can wheel wheelchairs down the ramp and float the people out of the wheelchairs. They're probably freer than they have ever been in their lives.

"There was one girl who was crippled and confined to a wheelchair. She was so surprised she could 'stand up' in the water and 'walk.' Tears would come to her eyes when she had to get out."

Quesada adds, "The handicapped are now able to experience things they never could before . . . for many years, they were never seriously considered part of the educational process."

"The most difficult part of teaching the physically handicapped and those with learning disabilities is having the patience necessary to go through the drills over and over," Miss Sallade said.

Patience Kathy has, said her own coach, V. J. Meleski, director of the Wakefield pool. "She worked constantly

and practiced every night after closing hours" in preparation for the World Games for the Deaf in Sweden, he said.

And while Kathy worked out in the pool, her many fans—ranging from swimming pupils and high school students to the Lions Club and Knights of Columbus—worked up \$2,000 in traveling expenses for her by sponsoring car washes, swimathons and cake sales.

"I was so proud of them and really amazed. I'd only been here in Arlington, Va., one year and they did all that for me," Kathy said.

To show her gratitude, she brought back three gold medals. One was in the 100-meter backstroke in which she broke her personal, four-year-old global best of 1:21.5 by swimming 1:20.2. The second came in the 400-meter medley relay and the third in the 400-meter freestyle relay.

It was a pleasure to know Kathy better when she was with us in the same group on the two-week tour. We were told that her diction is perfect although she cannot hear what she is saying. She "hears" others by reading lips, with a little help from a hearing aid.

"I'm able to hear the gun go off (at the start of a race) so I'm lucky," Kathy said. "Most of the deaf have to look over to the starter to know when the race begins."

When she started competitive swimming, Miss Sallade didn't tell the high school coach she was deaf and he couldn't figure out why she did not respond to his remarks when she was in the pool, she said.

"You don't get the benefit of the roar of the crowd and if the race is close, you don't know it. So you just have to swim your own race," she remarked. "It's a silent world. That doesn't really mean anything to us, but we can feel it."



SMILES TELL STORY—It isn't difficult to tell where these American girls finished in the 400-meter medley relay. From left are Shirley Hottle-Johnson, Lynn Ballard, Jozefa Muszynski and Kathy Sallade. They not only won gold medals, they set a world record in 5:21.1. These brilliant mermaids were among those outstanding swimmers of the Malmo Games. Together they reaped a total of 14 medals, 11 of them in gold—Johnson 2, Ballard 4, Muszynski 2, Sallade 3. Johnson also won 1 silver and 2 bronze.



ONE OF 17 MEDAL AWARD CEREMONIES—Presentation of the medals to winners of the 800-meter freestyle relay. Here the Americans, Ron Trumble, Jr., Phil Clarkson and Albert Walla, Jr., shake hands with Hungarians, while Ron Rice looks at Oswald Dahlgren, CISS secretary-treasurer from Stockholm, Sweden, presenting a medal to one of West German swimmers. The USA foursome won this event with a remarkable demolition of their own world mark from 9:14.4 to 8:53.4. Hungary placed second, while West Germany was third.

And when we were in Malmo, Sweden, we discussed as to who should be the United States' official flagbearer for the big ceremonial opening parade on Friday afternoon, July 20. We all agreed that one must be a swimmer who would be one of the standouts of the Games and who represented the best in Americanism. We finally decided on Kathy Sallade. Naturally she cried when she learned of this. She was the first American woman ever to carry the USA flag.

* * *

The biggest surprise of them all was 18-year-old Lynn Leslie Ballard, now a

senior at Pelham Memorial High School in Pelham Manor, N.Y. She had experienced only so-so performance during the USA trials in Morganton back in 1972.

We described Lynn as introverted and not a winner until we told her she could do it as we had faith in her as we did in Shirley Hottle (now Mrs. Ron Johnson of St. Paul, Minn.) after her performance in the Berkeley tryouts way back in 1968 and she made good at the Belgrade Games. And before she left Morganton we told Lynn, "Everything the kids do here we want them to WANT to do it. We don't say we're gonna make them the best swimmers in the world, but we'll give them the chance to become the best in the world, that's if they will work hard to improve themselves. Our aim is not to produce champions, but to create an environment where champions will be inevitable."

Hard Work Formula for Swim Success

When Lynn went back home, she did listen.

Were it not for her morning-and-afternoon workouts in the pool, Lynn wouldn't be a world-class deaf swimmer.

Lynn's swimming program was very intense. She worked out three mornings a week before school and five afternoons a week, for a total of eight weekly work sessions, swimming most of the time and doing exercises the rest of the time. She made great progress in the fly, and some days the coach made her do the whole day's workout in the fly while the rest of the team swam freestyle.

At Gallaudet College during a two-week training stint for the USA swimmers, Lynn Ballard showed very much improvement. And in Sweden, she was entered in five events and won four gold medals.

In the 100-meter butterfly trials, she set a global record in winning her heat in 1:19.7. The old mark was 1:21.3. In the semifinals, she broke the standard

again, winning her heat in 1:19.0. Then in the finals, she shattered a third record, taking the fly event in a glittering 1:17.8.

Lynn also swam on two winning relay teams, both setting world records. And in the final event of the Malmo swimming program, she upset favorite Diana Assenova of Bulgaria in the 200-meter individual medley finals, winning in 2:52.6 for a new American standard. Assenova, the world record holder in 2:50.0 set at the Belgrade Games four years ago, was second in 2:53.2.

The only event in which Lynn failed to get a medal was the 100-meter freestyle, but she got a diploma for placing fourth in the finals of this event.

Speaking of Shirley Hottle-Johnson, the veteran swimmer and recent graduate of Technical Vocational Institute in St. Paul, Minn., was the only female athlete on the USA squad to win FIVE medals. She won a silver medal in the 100-meter freestyle in 1:10.2 for a new American record, two bronze medals in the 100-meter backstroke and the 200-meter individual medley, and anchored those two American relay teams to a gold medal and world record.

At 18, Neal Arsham of Shaker Heights, Ohio, is now one of the world's most accomplished deaf breaststrokers. He surprised us by taking the 200-meter breaststroke finals in 2:52.0 for a new American mark. Four years ago he placed fifth as Jourij Seleznev of Russia took this event in 2:52.1. Seleznev is holder of the global record in 2:50.4.

And Jozefa Muszynski, a 26-year-old housewife and mother of two from Newark, N.J., captured her fourth consecutive WGD 200-meter breaststroke title, winning in 3:09.2 far ahead of Karen Butler of Great Britain who placed second in 3:14.2.

We questioned Jozefa if she would be back again in 1977. She said, "Yes, I

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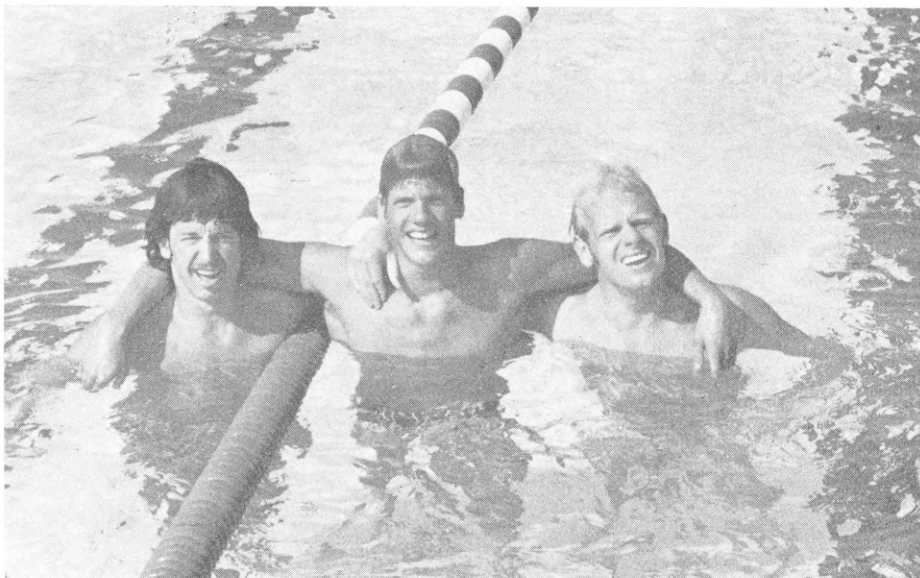
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ONLY NON-AMERICAN MALE SWIMMER TO WIN A GOLD MEDAL IN SWIMMING—Bela Panyl of Hungary won the 200-meter backstroke in 2:34.6 for a new Games record. He's at left of this picture taken after the finish of the 100-meter freestyle won by Ron Rice in a world-record setting time of 57.3. Panyl was third, while Christer Lindsjo of Sweden (right) placed second.

will, and if I'm beaten in the 200-meter breaststroke, I'll retire."

Overall, the American swimmers set all 15 new world records and 19 new American standards. USA men won 8 of 9 events and American girls took 6 of 8.

Of 19 members of the USA swimming squad (10 boys and 9 girls), only Craig Selers of Baton Rouge, La., Bobbie Bridges of Irving, Tex., and Barry Hill of Coral Gables, Fla., failed to make the finals in 17 events.

Medal standings in Malmö swimming:

	Gold	Silver	Bronze	Tot.
United States	14	4	8	26
Great Britain	0	4	2	6
Hungary	1	2	1	4
Bulgaria	0	2	1	3
West Germany	0	1	2	3
Norway	2	0	0	2
Canada	0	1	1	2
Sweden	0	1	1	2
Holland	0	1	1	2
Denmark	0	1	0	1
	17	17	17	51

Actually, the whole world can learn from American deaf swimmers.

Year after year Americans swim faster, train harder and pile up more trophies and medals than their counterparts in other lands. It was true in the 1965, 1969 and 1973 WGD when Fred Savinsky, Marie Amato, Veronica Kleczka, Ron Trumble, Jr., Al Walla, Jr., Theresa Shistar, Kathy Sallade, Jozefa Muszynski, Neal Arsham, Rick Rice, Alan Cartwright, Carol Tufts, Shirley Hottle-Johnson, Ron Rice, Phil Clarkson, Lynn Ballard, Lee Ann Johns and Jeff Lewis swept to the victory stand in a splash of red, white and blue. And it figures to happen again in Roumania in 1977 with new swimming stars.

The stranglehold on gold medals can't last forever unless coaches and AAAD

officials change their tactical and psychological approach.

P.S. Bela Panyl, veteran from Hungary, was the only non-American swimmer to win a gold medal in the men's division when he took first place in the 200-meter backstroke in 2:34.6 for a new Games record. A. Marschewski, world-record holder of this event from West Germany in 2:30.2 set in 1971, was second in 2:37.8, while Gene Rusiecki of Niagara Falls, N.Y., prevented a shutout in this event for the United States by taking third in 2:41.2 for a new American standard.

If we had had Phil swim the backstroke

Read . . .

THE FORGOTTEN PEOPLE

By W. H. Woods, Sr.

(A deaf man)

The book tells about the future employment being dark for the nation's deaf and what we must do about it.

Insurance company regulations must be faced and we must one day petition the government for a governmental edict.

The book also mentions ample employment the deaf enjoyed before the advent of insurance regulations and of professions now being closed to the deaf. We must fight them and retain our dignity as responsible and capable employees.

"The Forgotten People" suggests ways for us to have our own insurance company and for any member to take up the matter at the National Association of the Deaf convention in Seattle, Wash., next summer.

The book costs \$6.50. One thousand five hundred copies were donated to the National Association of the Deaf and the NAD has the authority to print as many more books as it sees fit.

THE FORGOTTEN PEOPLE

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event instead of the 1,500-meter freestyle, he would have won, but it was too late to switch these events for him.

The United States was shut out in only one of the 17 events, and that was in the 400-meter freestyle. A. Hoyvik from Norway was the winner in 5:25.5, as Kathy Sallade and Regina Russo of White Plains, N.Y., placed fourth and fifth, respectively. Hoyvik also won the 100-meter freestyle by edging Shirley Hottle-Johnson in the finals, 1:10.0, which was only 2/10 of a second faster than Shirley.

Complete results of men's and women's swimming:

Men's Swimming

100-Meter Freestyle (Finals)

1) Ronald Rice (USA), 57.3 (NEW WORLD RECORD); 2) Lindsjo (Sweden), 1:01.6; 3) Panyl (Hungary), 1:01.8; 4) Jeffrey Lewis (USA), 1:02.4; 5) Petersen (Denmark), 1:02.6; 6) Vida (Hungary), 1:03.2; 7) Woehler (West Germany), 1:03.7; 8) Varrie (Great Britain), 1:04.1.

400-Meter Freestyle (Finals)

1) Ronald Rice (USA), 4:32.9 (NEW WORLD RECORD); 2) Albert Walla, Jr. (USA), 4:44.8 (also bettered world mark); 3) Lindsjo (Sweden), 4:53.5; 4) Aubel (Hungary), 4:58.4; 5) Petersen (Denmark), 5:07.6; 6) Kenneth Dardick (USA), 5:17.3; 7) Liekke (West Germany), 5:34.4; 8) Hanson (Sweden), 5:35.4.

1,500-Meter Freestyle (Finals)

1) Ronald Rice (USA), 18:08.2 (NEW WORLD RECORD); 2) Albert Walla, Jr. (USA), 18:49.4 (also bettered world mark); 3) Phillip Clarkson (USA), 19:14.0 (also bettered world standard); 4) Aubel (Hungary), 19:43.4; 5) Lindsjo (Sweden), 20:13.3; 6) Fabian (Hungary), 20:19.7; 7) Vida (Hungary), 20:49.5; 8) Retif (France), 21:48.5.

200-Meter Backstroke (Finals)

1) Panyl (Hungary), 2:34.6 (NEW WGD RECORD); 2) Marschewski (West Germany), 2:37.8; 3) Eugene Rusiecki (USA), 2:41.2 (NEW AMERICAN RECORD); 4) Varga (Hungary), 2:43.4; 5) Varrie (Great Britain), 2:44.6; 6) Kenneth Dardick (USA), 2:48.0; 7) Krol (Poland), 2:53.5; 8) Tomlinson (Canada), 3:09.2.

200-Meter Breaststroke (Finals)

1) Neal Arsham (USA), 2:52.0 (NEW AMERICAN RECORD); 2) Petersen (Holland), 2:52.2; 3) Ronald Trumble, Jr. (USA), 2:52.5 (also bettered American mark); 4) Zwierzynski (Poland), 2:54.7; 5) Van de Velde (Belgium), 2:58.7; 6) Varga (Hungary), 3:03.1; 7) Cooper (Great Britain), 3:05.2; 8) Sweet (Canada), 3:13.2.

Note: Barry Hill of USA did 3:09.6 in the preliminary meet but failed to qualify for the finals.

Ronald Trumble also did 2:52.2 in the prelims for a new American mark.

200-Meter Butterfly (Finals)

1) Philip Clarkson (USA), 2:32.0; 2) Petersen (Denmark), 2:43.2; 3) Kenneth Dardick (USA), 2:48.6; 4) Petersen (Holland), 2:49.5; 5) Sulek (Poland), 2:52.2; 6) Fabian (Hungary), 2:53.9; 7) Jeffrey Lewis (USA), 2:58.6.

400-Meter Individual Medley (Finals)

1) Philip Clarkson (USA), 5:22.8 (NEW WORLD RECORD); 2) Ronald Trumble, Jr. (USA), 5:25.1 (also bettered world mark); 3) Albert Walla, Jr. (USA), 5:38.1; 4) Petersen (Holland), 5:40.1; 5) Aubel (Hungary), 5:47.5; 6) Fabian (Hungary), 5:52.4; 7) Varga (Hungary), 5:56.6; 8) Retif (France), 6:08.2.

800-Meter Freestyle Relay (Finals)

1) USA (Ronald Rice, Ronald Trumble, Jr., Albert Walla, Jr., and Philip Clarkson), 8:53.4 (NEW WORLD RECORD); 2) Hungary, 9:34.7; 3) West Germany, 10:14.9; 4) Sweden, 10:16.8.

(Ronald Rice swimming the first 200 meter leg also set a NEW WORLD RECORD when he did 2:07.2.)

400-Meter Medley Relay (Finals)

1) USA (Jeffrey Lewis, Neal Arsham, Philip Clarkson and Ronald Rice), 4:33.7 (NEW WORLD RECORD); 2) Hungary, 4:52.6; 3) West Germany, 4:53.9; 4) Poland, 4:57.7; 5) Sweden, 5:23.8.

(Lewis' 100 meter backstroke leg is a NEW AMERICAN RECORD when he did 1:09.8.)



MEDAL WINNERS OF 200-METER BUTTERFLY—Left to right: John Petersen of Denmark, second; Phil Clarkson, the winner in 2:32.0, and Ken Dardick of Creve Coeur, Mo., third.

NOTE: Rice's first 800 meter stroke of the 1,500-meter freestyle is also a NEW WORLD RECORD when he did 9:44.6.

Women's Swimming

100-Meter Freestyle (Finals)

1) Hovvik (Norway), 1:10.0; 2) Shirley Hottle-Johnson (USA), 1:10.2 (NEW AMERICAN RECORD); 3) Pentscheva (Bulgaria), 1:11.0; 4) Lynn Ballard (USA), 1:11.2; 5) Kane (Great Britain), 1:11.6; 6) Lee Ann Johns (USA), 1:12.3; 7) Assenova (Bulgaria), 1:13.7; 8) Systma (Holland), 1:16.3.

100-Meter Backstroke (Finals)

1) Kathy Sallade (USA), 1:20.2 (NEW WORLD RECORD); 2) Briggs (Great Britain), 1:22.3; 3) Shirley Hottle-Johnson (USA), 1:22.4; 4) Post (Holland), 1:25.0; 5) Hayes (Canada), 1:25.5; 6) Somfalvi (Hungary), 1:26.8; 7) Pentscheva (Bulgaria), 1:27.4; 8) Butler (Great Britain), 1:29.1. (Regina Russo of USA was 9th in the prelims in 1:29.5, and advanced to semifinals, but was eliminated when she placed 10th in 1:31.2.)

Note: Kathy Sallade also set a world mark in the backstroke in the semifinals when she did 1:20.3.

100-Meter Butterfly (Finals)

1) Lynn Ballard (USA), 1:17.8 (NEW WORLD RECORD); 2) Hayes (Canada), 1:23.4; 3) Lee Ann Johns (USA), 1:24.1; 4) Hovvik (Norway), 1:26.1; 5) Carol Tufts (USA), 1:26.2; 6) Briggs (Great Britain), 1:26.6; 7) Moorhouse (Great Britain), 1:29.2; 8) Kane (Great Britain), 1:30.4.

Note: Lynn Ballard also set world marks in the prelims and the semifinals, 1:19.7 and 1:19.0, respectively.

200-Meter Breaststroke (Finals)

1) Jozefa Muszynski (USA), 3:09.2; 2) Butler (Great Britain), 3:14.2; 3) Moorhouse (Great Britain), 3:17.9; 4) Evers (Holland), 3:22.0; 5) Carol Tufts (USA), 3:23.7; 6) Penner (Canada), 3:24.4; 7) Susie Tally (USA), 3:27.0; 8) Jansson (Sweden), 3:34.0.

400-Meter Freestyle (Finals)

1) Hovvik (Norway), 5:25.5; 2) Assenova (Bulgaria), 5:32.4; 3) Kane (Great Britain), 5:34.8; 4) Kathy Sallade (USA), 5:38.4; 5) Regina Russo (USA), 5:59.0; 6) Johnson (Canada), 6:14.8; 7) v.d. Koik (Holland), 6:20.0; 8) Mulder (Holland), 6:20.3.

Bobbie Bridges was 10th in 6:42.4 in the prelims and did not qualify for the finals.

200-Meter Individual Medley (Finals)

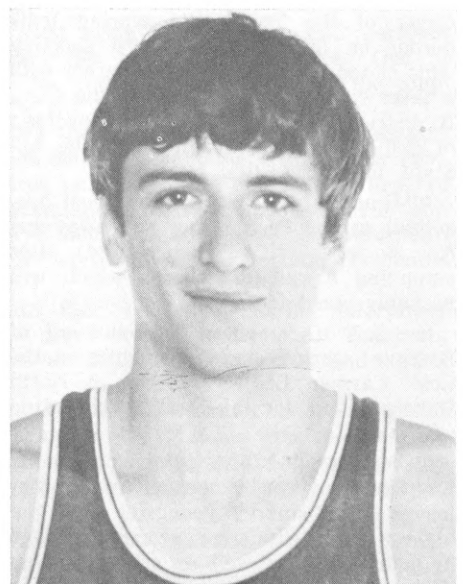
1) Lynn Ballard (USA), 2:52.6 (NEW AMERICAN RECORD); 2) Assenova (Bulgaria), 2:53.2; 3) Shirley Hottle-Johnson (USA), 2:55.9; 4) Hayes (Canada), 2:57.2; 5) Briggs (Great Britain), 2:59.1; 6) Kathy Sallade (USA), 3:00.6; 7) Pentscheva (Bulgaria), 3:00.8; 8) Penner (Canada) 3:11.6.

4x100-Meter Freestyle Relay (Finals)

1) USA (Lee Ann Johns, Lynn Ballard, Kathy Sallade, Shirley Hottle-Johnson), 4:44.5 (NEW WORLD RECORD); 2) Great Britain, 5:10.5; 3) Holland, 5:10.8; 4) Canada, 5:14.4; 5) Sweden, 5:19.4; 6) Hungary, 5:22.3; 7) West Germany, 5:33.4.

4x100-Meter Medley Relay (Finals)

1) USA (Kathy Sallade—back, Jozefa Muszynski—breast, Lynn Ballard—fly, Shirley Hottle-Johnson—free), 5:21.1 (NEW WORLD RECORD); 2) Great Britain, 5:36.0; 3) Canada, 5:51.3; 4) Holland, 6:05.4; 5) Hungary, 6:17.1; 6) West Germany, 6:45.8; 7) Sweden, disqualified.



REPEATER—Steve Blehm of North Dakota School for the Deaf was chosen as the Deaf Prep Cager of the Year for the second straight year. Besides being picked for the All-State first five team, Steve was honored by the American Athletic Association of the Deaf as 1972 Athlete of the Year.

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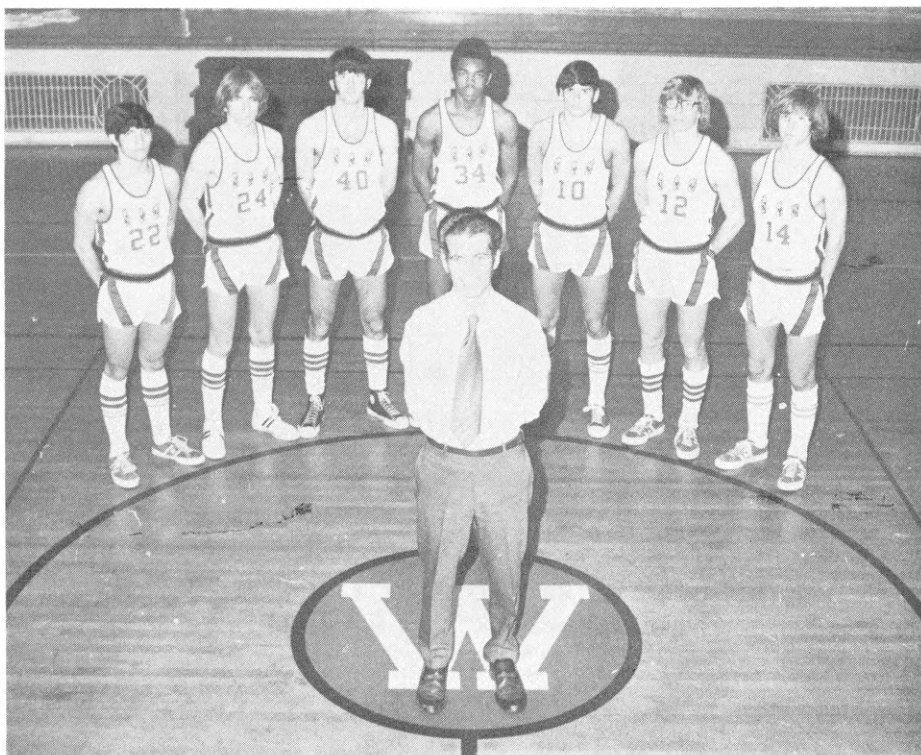
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Administrative Changes

Arkansas: Dr. Roy G. Parks, superintendent of the Arkansas School for the Deaf the past 21 years, will retire June 30, 1974. He will be succeeded by Tom J. Hicks, coordinator of special education in the Arkansas State Department of Education.

Massachusetts: Richard Flint has been appointed administrator of the Beverly School for the Deaf, succeeding William Bragner, retired.

Texas: Gary A. Curtis, former superintendent of the Texas School for the Deaf, is now director of deaf education in Texas. James S. Howze was appointed acting superintendent of TSD.



DEAF PREP BASKETBALL COACH OF THE YEAR—Alex Rubiano of the Wisconsin School for the Deaf. Here he's smiling as he led his Firebirds to second straight Central States cagefest championship and also a fine 16-5 slate. Behind him, left to right: Tom Armato, Terry Adams, Mike Mugavero, Navarro Davidson, Lou Volpintesta, Randy Suhr, Pat Gill.

Deaf Prep Basketball, 1972-73 Season

(Thank you for your patience and understanding when you wrote us to say that you missed our sports coverage the previous few issues, and for your best wishes to us at Ma'mo.)

Steve Blehm repeated as Deaf Prep Cager of the Year. His scoring feats border on legendary. The 6-0 shooting whiz closed out a blazing prep career with a three-game 183-point burst in the Class B district tournament play, an average of 61.0 per game. And he made the All-State, all-classes, first five team.

All-time North Dakota high school basketball scorer Blehm has put away his No. 35 jersey (it's being retired) after compiling a raft of records which will probably stand for a long time.

It takes a computer to figure all of Blehm's scoring and rebounding statistics. Carmen Lee, a teacher at North Dakota School for the Deaf, furnished us with totals.

Steve averaged 41.1 points per game for his four-year career—a mark that leaves the Bismarck youngster with the highest recorded career scoring average in high school as well as school for the deaf ranks in the nation.

Blehm, whose 47.3 per-game average as a sophomore ranks third among recorded single season scoring averages, completed his senior season at the Devils Lake school with a 43.8 average for the year on 1,007 points in 23 games. He scored 3,859 points in 94 games.

Blehm averaged 35.8 points per game as a freshman, 47.3 as a sophomore, 37.3 as a junior and 43.8 in his final year, while improving his field goal shooting percentage each year, going from 42.7 percent in his first season to 50.2 percent in 1972-73. His four-year shooting accuracy was 47.6 percent from the field and 71.8 percent from the free throw line. In addition, Blehm averaged 14.4 rebounds for his 94 high school games finishing with 1,352.

Blehm led NDSU to 66 wins, against 23 setbacks during his four seasons, including 20-4 and 20-6 marks in two of those years. The Bulldogs' highest tournament finish was regional runnerup spot in 1972.

Figures for Blehm's national rankings were gleaned from Letterman magazine's list of recorded all-time bests for high school players.

The previous highest recorded career average, according to Letterman, was Benny Fuller of Arkansas School for the Deaf, who scored 39.4 points per game over 122 games in the years 1968-71.

Double and triple teamed many times, Blehm learned to live with the close traffic and the attention focused upon him wherever the Bulldogs played. But he believed by keeping an active practice schedule he could develop still more ways to combat the opponents.

The name Blehm is etched in the state high school record books and will not

soon be forgotten. His state single-game record of 85 points set in his sophomore year also appears among the untouchable records.

* * *

St. Mary's School for the Deaf, a finalist in the Eastern States Schools for the Deaf basketball tournament the last seven years, won its fourth title over that time, 65-48, over Pennsylvania School for the Deaf, in the 41st edition held at West Trenton, N.J. The Buffalo school had a front line averaging 6 feet, 6 inches.

The trademark of the 1973 Mason-Dixon Basketball Tournament—a blazing finish. Three of the last four games prior to the championship match had been steeled by one point, and—in the fourth game—North Carolina managed to nudge Alabama, 59-57, in the consolation match for third place. So, it was no surprise when the Mississippi and Florida championship matchup went into overtime. It took just those three minutes for Mississippi to quash Florida's hopes for a championship as the Bulldogs rolled to their third straight 41st M-D tournament win, 57-49. The last time Mississippi had won the crown was in 1961 right there in St. Augustine, Fla.

Wisconsin repeated in the Central States round robin play. Its run-and-shoot offense coupled with strong rebounding, a sizzling fast break and tough zone defense chalked up an unbeaten 4-0 record. The WSD Firebirds beat Kentucky, 99-43; St. Rita's of Ohio, 81-37; St. John's of Milwaukee, 99-57, and Illinois, 62-57.

All five starters for WSD averaged double figure scores for the tournament. Lou Volpintesta led the way with a 22.0 point average, while Randy Suhr averaged 17.5 points; Navarro Davidson, 13.5 points; Mike Mugavero, 11.3 points, and Tom Armato, 10.5 points. As a team, the Firebirds scored 341 points in four games for an 85.3 average to their opponents, 194 total points and 48.5 average.

The host Rhode Island team won its second consecutive New England championship by downing Clarke, 52-51. Rhode Island also won another tournament by beating Lexington, 61-49, in the finals of the Eastern Class B meet, held at Rome, N.Y.

For the first time since 1964 the New England group was divided into two classes, A and B. Rhode Island, Clarke, Mystic and Horace Mann were in the A bracket, while Maine, Austine, Boston and Beverly played in the B bracket. Boston won the B meet by defeating Austine in the finals, 73-56.

The balance of Art Kruger's coverage of the 1972-1973 prep basketball season, including his 24th annual All-American listings, will appear next issue due to space limitations this month.



interprenews

Contributed Monthly by the Registry of Interpreters for the Deaf
P.O. Box 1339, Washington, D.C. 20013

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Elizabeth Benson Memorial Fund

We thank the following persons and organizations who have contributed to the Elizabeth Benson Memorial Interpreter Fund, established for the expansion and improvement of interpreting services for deaf people through scholarships to interpreting courses.

RID (opening contribution), Jane Beale, Northern California RID, Kenneth Huff, Patricia Kitchen, Grand Canyon RID, Phi Kappa Zeta Sorority, Mary Alice Benson, Lucile Olson, Ralph Neesam, Celia Warshawsky, Illinois RID, Wisconsin RID.

Currently the fund has contributions totaling \$250. Make your tax-deductible contribution to Elizabeth Benson Memorial Interpreter Fund and mail to RID, P. O.

Box 1339, Washington, D.C. 20013.

A Capital Idea

The Berkeley-Oakland Chapter 79 of the National Fraternal Society of the Deaf, encouraged by local RID members, raised \$50 for the national RID. This amount will be matched by the NFSD for a total contribution of \$100.

Why not do the same in your area? The national RID needs your support!

Evaluation Statistics

During the first nine months (October 1972-June 1973) of the national RID certification program, 654 interpreters were evaluated for certification. Of the 654 evaluated, 482 were awarded one or more certificates as follows:

Comprehensive Skills Certificate	184
Reverse Skills Certificate	175
Expressive Translating Certificate	90
Expressive Interpreting Certificate	109

Seventy-six persons hold both the ETC and EIC and 14 interpreters hold the ETC and/or EIC along with the RSC.

Overall success rate (candidate earning a certificate, though not always the certificate applied for) was 74%. Success rate for the CSC (evaluated for CSC—awarded CSC) was 45% and for the RSC, 82%.

* * *

This month's **interprenews** feature is a series of questions and answers concerning evaluations, prepared by the RID National Certification Board (NCB).

Questions, Answers And Guidelines For RID Evaluations

1. HOW LONG ARE THE PERSONS WHO ATTENDED THE NATIONAL EVALUATION WORKSHOP (N.E.W.) TO SERVE?

The people who attended the N.E.W. were asked to remain with the team for at least one year. There is no limit on how long an individual evaluator can serve, providing the chapter and the RID National Certification Board (NCB) are satisfied with the person's performance.

The NCB is considering January through December as the evaluation year. Therefore, December 31, 1973, will end the first year of service for all evaluation team members, even if only one evaluation session was conducted, e.g., May 12, 1973.

2. HOW DOES ONE RESIGN FROM AN EVALUATION TEAM?

Anyone wishing to resign must do so in writing to Lucile Olson, Chairman of the NCB, P.O. Box 1339, Washington, D.C. 20013. For the coming year, letters should be received prior to December 31, 1973.

It is hoped that team members will serve a full year in order to insure stability and consistency in the evaluation sessions.

3. HOW WILL REPLACEMENTS BE MADE FOR THOSE WHO RESIGN FROM THE LOCAL EVALUATION TEAMS?

The NCB will examine lists of CSC and RSC certified interpreters from the area in question and list the names of three qualified persons. These names will be sent to the remaining team members who will be asked to meet and rank the names. The NCB will make the final appointment, contingent on the willingness of the nominees to serve.

4. IF THE CHAIRMAN RESIGNS, HOW IS A NEW CHAIRMAN CHOSEN?

The NCB will examine lists of CSC and RSC certified interpreters from the area in question and list the names of three qualified persons. These names will be sent to the remaining team members who will be asked to meet and rank

the names. The NCB will make the final appointment, contingent on the willingness of the nominees to serve. Then the local team will elect a chairman from its five members.

5. HOW DOES A CHAPTER SELECT AN EVALUATION TEAM AND CONDUCT EVALUATIONS IF A TEAM HAS NOT ALREADY BEEN SET UP?

The local chapter must bring together two CSC certified interpreters who attended the N.E.W. in Memphis. One of these interpreters should be from the local chapter (if the chapter had a delegate to the N.E.W. who received the CSC).

These two interpreters then evaluate hearing impaired persons who wish to serve on the local evaluation team. After evaluating the hearing impaired candidates, they choose three to serve on the team with the understanding that the appointment is temporary (until the results of their evaluation have been returned). Only persons who receive certification can become permanent members of the team.

The temporary team then evaluates hearing interpreter candidates who wish to serve on the local team. The team then lists the candidates according to preferences and awaits results from the NCB.

In the meantime, a temporary chairman is appointed. If the chapter had a delegate to the N.E.W. who received the CSC, this person assumes this role until notification of permanent team members. Then the team elects its permanent chairman.

6. WHO HAS THE AUTHORITY TO DISMISS A LOCAL EVALUATION TEAM MEMBER?

The National Certification Board can ask for a local team member's resignation after substantial evidence is obtained that the individual is not fulfilling his/her role, has broken the seal of confidentiality, or is intentionally showing bias in evaluations. (The Review Board can also do this; however, request would be channeled through the NCB.)

7. WHO SEES THE INDIVIDUAL CANDIDATE'S FINAL SCORES?

The candidate receives his/her section scores (expressed as a percentage of the required passing score). Individual scores are seen by the National Certification Board, by the RID's administrative assistant, and occasionally by the Review Board if it is asked to settle a certification question. The president is sent a copy of results in order to keep him informed.

8. WHAT DETERMINES THE CERTIFICATE AWARD (IF ANY) TO A CANDIDATE?

First and foremost, the **percentages** the candidate makes on each of the six sections (three sections for RSC; and four sections for either ETC or EIC) of the evaluation. Therefore, if a candidate achieves the required passing percentage or better on **each** section of the examination, he will be awarded the certificate earned **unless the majority of the evaluation team recommend against any certificate**, or **unless valid evidence can be presented by two or more team members which shows clearly why certification should be denied**. By the same token, if a candidate fails to pass any section by more than 2.5% for CSC or RSC, or by more than 5.0% for ETC and/or EIC, certification will be denied regardless of the recommendations of the evaluators.

9. HOW ARE THE EVALUATION TEAM MEMBERS' RECOMMENDATIONS TAKEN INTO CONSIDERATION WHEN MAKING CERTIFICATE AWARDS?

The evaluation team members' recommendations are very important in determining awarding of certificates in cases where the candidate just barely fails to make the required passing percentage on any given section of the evaluation. The NCB allows a 2.5% margin for error for CSC (and RSC) provided four out of five judges recommend CSC (or RSC); and a 5.0% margin for error for ETC and EIC provided three out of five judges recommend ETC, EIC, or CSC (a recommendation for CSC implies the judge feels that the candidate more than passes for both ETC and EIC, as well as for RSC).

10. WHAT HAPPENS IF A CANDIDATE FOR THE COMPREHENSIVE SKILLS CERTIFICATE DOES VERY WELL ON ALL SECTIONS OF THE EXAMINATION EXCEPT THE REVERSE SKILLS TESTS ON WHICH HE FAILS TO MAKE THE CSC MINIMUM PERCENTAGE OR FAILS COMPLETELY?

If a candidate exceeds the required minimum passing percentage for CSC by 10% or more on every section except the reverse skills sections, he/she will be required to retake **only** the reverse skills tests provided the re-examination takes place within six months (or, in exceptional circumstances, within one year if consent of the NCB is obtained).

If his/her reverse skills scores on the initial examination entitle the candidate to ETC and/or EIC, either or both of these will be awarded temporarily, pending results of the re-exam.

Final certificate award will be determined by the results of the re-examination. If the candidate chooses not to be re-evaluated within six months, the ETC and/or EIC awards become valid for five years from the date of the evaluation.

If the candidate fails to attain ETC or EIC passing scores on the reverse skills sections, no certificate will be awarded.

11. WHAT ARE THE MINIMUM PASSING PERCENTAGES FOR THE VARIOUS CERTIFICATES?

	CSC	ETC/EIC*	RSC
Section A, Interview	75%	65%	75%
Section B, Translating	70%	65%	----
Section C, Interpreting	70%	65%	----
Section D, Overall performance	70%	60%	----
Section E, Reverse translating	70%	55%	70%
Section F, Reverse interpreting	70%	55%	70%

* Required passing percentages apply only to sections appropriate to certificate applied for—unless CSC exam is taken. In the event the CSC exam is taken but candidate fails to make CSC minimum percentages, certificate(s) awarded will be determined by whether or not the candidate achieved ETC and/or EIC minimum percentages despite failure to achieve the higher CSC minimum percentages.

12. WHEN DOES THE CANDIDATE FOR CERTIFICATION PAY THE RE-EVALUATION FEE OF \$5.00?

The candidate pays the \$5.00 re-evaluation fee when he/she is retaking the same examination as the initial evaluation. For example, if an interpreter takes the CSC exam and is awarded the ETC and/or EIC (or does not earn a certificate), he/she may take the CSC exam again, paying the \$5.00 re-evaluation fee. However, if an interpreter takes the ETC and/or EIC exams at the initial evaluation, he/she must pay the \$15.00 fee for taking the CSC at a second evaluation.

13. WHAT IS THE TIME LIMIT FOR A RE-EVALUATION AT THE \$5.00 RATE?

An interpreter who fails to meet requirements for the desired certificate or for any certificate can be re-evaluated after six months. The NCB makes exception to this six-month rule only when the candidate scores very high on all except one or two sections; in this case, the interpreter can be re-evaluated on the one or two sections failed **within** six months (see answer to Question 10).

To qualify for the \$5.00 re-evaluation fee, the interpreter must be re-evaluated within one year from the initial evaluation. After one year, the interpreter pays the full fee (\$10.00 for ETC, EIC, RSC, and \$15.00 for CSC) for an evaluation. In the event that a chapter cannot schedule an evaluation session within one year, the NCB will allow a 15-month re-evaluation period at the \$5.00 rate.

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Watch for details in coming issues
of THE DEAF AMERICAN.



By Toivo Lindholm

4816 Beatty Drive, Riverside, California 92506

Humor

AMONG THE DEAF

Alvin Klugman, Los Angeles, clipped and sent in a cartoon from the Los Angeles Times, drawn by Jim Berry (Berry's World). It showed a caller asking President Nixon, "Do you mind if I talk to you in sign language?"

* * *

Gene Guire called my attention to a piece in Ann Landers' column. Ann Landers' columns are not all sex and marital problems. Join me in enjoying this piece:

RAIN SOAKAGE PROBLEM TESTED

Dear Ann: Remember the rain problem—whether to run or walk to get less soaked? Well, we seniors at the Missouri School for the Deaf were challenged by our science and math teachers to solve it. So, we rigged up some empty cartons, lined the sides with paper towels and gave one carton to a runner and one to a walker.

The two experimenters held the boxes over their heads, left the building at the same moment and went the same distance—240 feet. It took the runner 20 seconds to reach his destination. The walker took 60 seconds.

We wrung out the paper towels and discovered that the walker absorbed nearly twice as much moisture as the runner. The exact measure was 10.1 grams for the walker and 5.2 grams for the runner.—M.I.T., Here We Come!

Dear Seniors: That's what I call using your heads! Thanks to all who signed the letter: L.G., D.H., D.C., M.L., N.G., R.N., E.S., K.S., M.E., J.K., M.H., B.M., J.G., L.K., and D.E.

* * *

Lifted from the Reader's Digest:

Hearing Aid. Little sounds in libraries have the same job that crickets do on soft summer nights. They let you hear the silence better.—John Keasler, McNaught Syndicate.

* * *

This excerpted from Reader's Digest's "Edison: The Man Behind the Genius":

Edison was born in Milan, Ohio, in 1847, but his family moved to Port Huron, Michigan, when he was seven. Soon after arrival, he contracted scarlet fever, which probably caused his partial deafness...—James Clancy, a boyhood friend in Port Huron.

... Edison was then handed the first check he had ever received—one for \$40,000. On passing in the check at the wicket of the paying teller, some remarks were made which, in his deafness, he did not

understand. The check was handed back to Edison, and he went back to the General (Gen. Marshall Lefferty, head of a Western Union subsidiary), who told him the check must be endorsed. Given the amount in bundles of small bills, Edison proceeded gravely to stow the money in his overcoat pockets and all his other pockets. He then went to Newark and sat up all night with the money for fear it might be stolen...—William H. Meadowcroft, Edison's secretary.

(... Edison's first wife, Mary Stillwell, died in 1884. In 1886, he married Mina Miller, a striking brunette half his age.)

In my courtship, my deafness was a help. I taught the lady of my heart the Morse code, and when she could both send and receive, we got along much better than we could have with spoken words—by tapping our remarks to one another on our hands. Presently I asked her, in Morse code, if she would marry me. The word "Yes" is an easy one to send by telegraphic signals, and she sent it.

On a long drive in the White Mountains, we could use pet names without the least embarrassment, although there were three other people in the carriage. We still use the telegraphic code at times. When we go to a play, she keeps her hand upon my knee and telegraphs the words the actors use.—The Diary and Sundry Observations of Thomas Alva Edison, edited by Dagobert D. Runes.

* * *

This came from Ruth Brown Sturm (Miss or Mrs.?), Long Island City, N.Y.:

A 14-year-old hearing impaired girl in Massachusetts attended a public junior high school with normal hearing children. She had trouble understanding one teacher because of his walrus moustache, but said nothing and tried her best to keep up with the rest of the class.

However, one day after class the teacher asked her to stay behind, and bawled her out for doing so poorly in her class-work. He was taken aback when she told him she couldn't hear very well, and also that she had trouble lipreading him because of his moustache.

The next day when she came to class, she found he had shaven off his moustache!

Would you call this Deaf Power?

* * *

This came from Emil Rassofsky, Beltsville, Md., who clipped it from Good Housekeeping:

Children seem deaf when called from play
Or when they're told to wash their hands,
And though they move about all day
Not heeding orders or commands,
Those little ears can hear quite well
A distant ice-cream truck's jingling bell.
—Betty Isler

* * *

Felix Kowalewski queries:

Did you hear about the drunken deaf hunchback who was arrested for ringing the church bells at 2 a.m. in Washington, D.C.? When asked why he did it he answered, "I don't know. I've always wanted to do is some day."

* * *

Sorry we overlooked a cartoon sent us last December by Miss Joanne Lambert, Alexandria, La. It depicts a crowd of people presumably trying to enroll at a "School of Sign Language and Lipreading." A spokesman for the group is saying, "We're the Committee-of-Citizens-Near-the-Airport who called about a group rate."

* * *

In Parade's "My Favorite Jokes" John Regis had the following:

He told me that his grandma was hard of hearing, so his grandpa invented a very inexpensive hearing aid—he hung a sign around her neck that said: "Shout louder."

* * *

Abigail Van Buren had the following:

Dear Abby: This girl I like knows hand sign language. Big deal! She is always using it in front of me to talk to her friends. I never know what she's saying, except that she points to me, so I know she's "talking" about me.

I have asked her to please refrain from doing this, but she just laughs it off and continues.

This drives me up a wall. How can I get her to stop?—Speechless.

Dear Speechless: Why don't you learn a little hand sign language, and surprise her by "telling" her what you think of her?

* * *

This from Virgil Owen, Perris, Calif.:

Many years ago, in San Francisco, I came home one late night from a deaf social gathering. I drove the car into the garage and proceeded to the front door of the house, which was dark. Suddenly I missed my front door key that was not attached to my key case. I had the key a moment before. Now it was gone. Where did I place or drop it? I felt through all my pockets, and with the flashlight from the car I searched all over the car inside and out, the walk to the door. No luck!

I was constrained to "ring the door bell." My house was rigged with door lights in place of the door bell, like they have in homes of many deaf people. My pushing of the front door button lighted up the house in all the rooms, with the result that my wife, my son, daughter and my elderly father were all awakened. I felt sheepish before their glaring sleep-laden eyes.

I found the missing key later—in the cuff of my trousers.

* * *

More from Virgil Owen:

Like I said before, my house was fixed with lights to flash on when one pushed the button at the front door, in lieu of a door bell.

One day a door-to-door salesman came to my door. The flashing lights indicated that someone was at the door. I went to the door. The salesman tried to interest me in his wares. I indicated that I was deaf and not interested. I closed the door and thought the peddler had left the premises for good. But the lights flashed on again and I found the same man there again. By gestures and signs he said he was not to be fooled, that I was not deaf, else how come I heard the doorbell. I had to show him the working of the light signals at the door. He gaped. He had never seen any such thing. I watched him leave mumbling, and shaking his head.

* * *

In Emery Kelen's "Fantastic Tales, Strange Animals, Riddles, Jests, and Prophecies of Leonardo da Vinci" is this: The Asp: This snake carries instant death in its fangs. An asp cannot be enticed by a snake charmer, because when it hears the sound of a flute, it stops its ears with its tail. (How? Two ears, one tail?)

* * *

Harry Belsky, Jackson Heights, N.Y., has been indefatigable in his quest for old stories, jokes, etc., in bookstores, libraries, school periodicals (the LPF—little paper family), etc., especially now, the DMJ (Deaf-Mutes Journal) printed at the old Fanwood School in New York. He has greatly helped enrich THE DEAF AMERICAN, depository of humorous stories, past and present, relating to the deaf.

We do not seem able to catch up with Harry. He has, in our keeping, enough from his collection of stories to last at least six issues of this magazine.

Some of his collection follows.

* * *

Morse who invented the telegraph, and Bell, the inventor of the telephone, both had deaf wives. Little comment is necessary, but just see what a man can accomplish when everything is quiet.—DMJ (1881).

* * *

BLIND SEE, DEAF HEAR AND LEGLESS KICK

A blind man is in the city jail (Omaha, Neb.) looking sorrowfully at a deaf mute as the latter is heaping maledictions upon the Police Department in general and Detectives Ring and Van Deusen in particular. A legless man is stamping angrily around in the same cell, every now and then spitefully kicking at the bars and urging the mute to yell louder and make the detective hear. At the station a search developed the fact that one man poses as a mute. The second as a blind man and

the third as a legless man. They all had pitiful begging letters and signs and were about to open up shop when the officers found them.—N.Y. World, the DMJ.

* * *

THE SIGN LANGUAGE

The sign language is the natural language of the deaf. It is beautiful, expressive and graceful. It appeals to the heart of the deaf, as no other language can. It is the language of the soul. It stirs the heart to the deepest depths of pathos; it convulses the frame with the merriest peals of laughter. I have seen again and again some mighty Demosthenes of the deaf carry this audience in the sweep of one fleeting moment from the agony of burning tears to the delight of enraptured smiles. It appeals to the deaf as nothing else can. It is an easy means of communication.—Supt. A. G. Mashburn, Arkansas Optic (1908).

* * *

Victor Hugo is considered the best talker in Paris. But he is a poor listener. He's deaf as a post.—The DMJ (1884).

* * *

Take as a simple illustration the word "draw." The deaf pupil is taught that a "horse draws a wagon." The pantomime is clear and corresponds to his daily observation, but to his surprise the next morning's paper in its notices says, "The concert drew a large house last night," and that he has to learn in this case that draws means to attract, and house means a number of people. After being taught by pantomime how to draw a mug of cider, the clipper informs him that in the late mill, Mike McCoolle "drew the first blood from his opponent's mug." He is told that if he is ever so fortunate as to have money on deposit he must "draw" a check before he can get it. He has seen a schoolmate draw a picture, but when the heroine of a novel draws a sigh, his admiration for the capacities of art is increased. A magazine criticism commends the scenes of innocence that Milton draws but when he refers to a parlor edition of Paradise Lost, he finds no illustrations or only those which Gustave Dore had made. One must confess that the pupil already has enough to confuse him, but when he is told in addition that "a ship draws water," "a cook draws a fowl," "a waiter draws a cork," "money draws interest," and "a minister draws comparisons and inferences," he concludes in despair that the conundrums of language like poor Dundreary's Widdles are things which no feelah, especially a deaf-mute feelah, can find out.—Principal's Report—Board of Trustees of Georgia Institution for the Deaf at Cave Spring, Ga. (1878).

* * *

Be deaf to the quarrelsome, blind to the scorner, and dumb to those who are mischievously inquisitive.—DMJ (1883).

* * *

Deaf people would make poor politicians inasmuch as they never talk without showing their hands.—Peck, DMJ (1886).

MANUAL HILARITY

"While the deaf man may talk with his fingers," said the obnoxious boarder, "he cannot laugh with them, can he?"

"Why not?" asked Ashbury Peffers, "Did you never hear of the glad hand?" —DMJ (1923).

* * *

A good method is a good thing;

A good teacher is the thing.—Dr. E. M. Gallaudet, DMJ (1914).

* * *

AN APOLOGY

None but an essentially vulgar mind can find anything ridiculous in the infirmities of others. There is nothing funny in the fact that a man is unable to hear distinctly but there is very often something amusing in the discomfort of the individual who attempts to utter trivial things in the ear of a deaf man. A polite stranger in a railway station said to an old gentleman whom he had accidentally kicked with his boot, "I beg your pardon, sir." "Eh?" said the deaf old gentleman. "I beg your pardon, sir," repeated the polite stranger, now slightly embarrassed. "I don't quite understand you," he said mildly.

"I beg your pardon. I kicked you."

"What for?"

"An accident," roared the stranger.

"An accident! Bless me, where?"—Youth Companion, DMJ (1885).

* * *

God hears no more than the heart speaks and if the heart be dumb God will certainly be deaf.—DMJ (1881).

* * *

SMILES ON US

"What's that yelling," demanded Mr. Wombat, who is slightly deaf. Mrs. Wombat, who is also somewhat hard of hearing, gave ear and reported, "Seems to be a peddler in the alley with bananas."

"No, it's an amateur singer who claims to have no bananas."—Chicago Daily News (1924).

* * *

In January 1888 while it was snowing, one of the little children in Mr. Frank's class said he knew how God made the snow—that God washed with soap and the suds flew in all directions and fell earthward.—The California News (1924).

* * *

OPPORTUNE AFFLICTION

He—I suppose if I were to kiss you, you would scream and bring your father downstairs in a rage, wouldn't you?

She—Oh, Papa is very deaf.—The California News (1923).

* * *

One of the classes had the opposite words, "ascended," and "descended," to incorporate into one sentence recently. The words had been previously explained. A boy presented the following for his teacher's inspection: "John walked ascended the hill and he ran descended the hill," and thought he had used the words correctly according to the explanation.—Belleville School, DMJ (1881).

Foreign News

By YERKER ANDERSSON

Iran—The Iranian National Organization for Welfare of the Deaf recently reported its progress. It opened a vocational training center for young deaf adults. About 55 young men and women are enrolled in welding, carpentry, cabinetmaking, upholstery, sewing, hairdressing and tool-making. On nights the center serves as a club where the deaf can play games, watch TV or relax.

Italy—The Italian *La Settimana Del Sordo* is among the first foreign magazines for the deaf to publish the entire program of the coming World Congress of the World Federation of the Deaf.

Israel—The July issue of *Demama* (Vol. 2, No. 3) gave the impression that at the Fourth International Conference on Deafness (March 1973, in Israel) the contributions made by several American educators and scientists were appreciated.

Germany—The European championship in chess was held in Essen. Essen won a first place; Budapest, Hungary, a second place and Gothenburg, Sweden, a third place. Next European championship in chess will probably be held in Gothenburg in 1975.

Sweden—The Stockholm Club for the Deaf (SDF), the oldest (1868) and the largest in Sweden, apparently had a very active program last year as indicated in its annual report. The number of members increased from 480 to 534, of which 430 are deaf. The program included 12 board meetings, 4 membership meetings, 4 lectures, 22 courses (183 participants), social work (370 clients, the SDF has its own social worker), several dances or other entertainment galas, trips to various places, etc. Within the SDF a parents of deaf children section was established and it now has 61 members. Even other sections such as deaf youth, aged deaf were very active. The total expenditures of SDF went up to over \$32,000.

A deaf basketball player recently was forbidden by the Swedish Basketball Association to play in any basketball game for seven months because his performance in one of the basketball games was unsportsmanlike. As he was one of the top Swedish basketball players, several sports magazines felt that this punishment was too harsh. The deaf player made an appeal to the Swedish Athletic Federation and got a reduced sentence (three months instead of seven) but was still unable to participate in the recent World Games for the Deaf.

A deaf 14-year-old girl won a first prize in a county-wide poem contest. Her poem has been almost literally translated as follows:

I am 14 years old.

I cannot hear.

I am deaf.

But I still think that word is the most beautiful thing.

Imagine that you can create sound for words and meanings.

So wonderful.

So fantastic.

When I was small, I did not know what word was.

People moved their lips,

But I heard nothing.

Everything was silence.

Now I can speak.

I can read.

I can write.

I can think.

I am rich.

I have the word in my power,

But I cannot hear my own voice.

I want to learn many languages,

German and English,

French and Russian.

All languages are beautiful.

I am so happy.

I can talk with people.

I want to enjoy like the little bird

whose song I cannot hear . . .

The XII World Games for the Deaf—The total number of spectators was 28,525. The greatest number for any single event was 4,000 (at the closing ceremony). The smallest number (1,010) was for table tennis.

Australia—Over 700 persons have been preregistered for the coming Australian Deaf Games which will be held in Brisbane, Queensland, during Christmas-New Year period.

France—A motorist was arrested by a policeman for using profane language as the policeman stopped him for a violation. Although the motorist only mumbled something the policeman did not hear, the latter claimed that he could read the motorist's speech. At request of the court the policeman took a test in speechreading and he failed! So was the case dismissed. (From the *British Deaf Times*, Vol. 9, No. 3)

South Africa—A born totally deaf person will soon have the doctorate of philosophy in primatology and physical anthropology. This person, Robert Simmons, is now research officer and special tutor in the Anatomy Department of the University of Witwatersrand, South Africa.

* * *

I received a copy of magazine with a memo "Several news items here for your DEAF AMERICAN column, Jack Gannon." When I opened the magazine, I found only Japanese characters!

Church Directory

Assemblies of God

When in Baltimore, welcome to . . .

DEAF ASSEMBLY OF GOD CHURCH

3302 Harford Road, Baltimore, Md. 21218

Sun. 9:45-11:00 a.m., 7:30 p.m.; Wed., 7:30 p.m.

Rev. Robert I. Lentz, pastor. Phone 467-8041.

Jesus said, "I am the way, the truth and the life."—John 14:6

When in Portland, welcome to

FIRST ASSEMBLY OF GOD FOR THE DEAF

1315 S.E. 20th Ave., Portland, Ore. 97214

Sunday 9:45 and 11:00 a.m.

Thursday 7:30

Rev. Norman Stallings, pastor

Baptist

When in the Detroit area . . . visit

A church that LOVES the deaf.

COMMUNITY BAPTIST CHURCH
28237 W. Warren, Garden City, Mich.

Rev. James B. Allen, pastor
Sunday School, 9:55 a.m.; Sunday night,
7:00 p.m.

Separate services for the deaf.
Rev. Lester H. Belt, minister to the deaf

Visit Baton Rouge in "French" Louisiana
While there, attend the Deaf Ministry of
First Baptist Church, 529 Convention Street.
Baton Rouge, Louisiana

Services are 7:15 p.m., Wednesday; 11:00 a.m.
and 7:00 p.m., Sundays in the Deaf Chapel.
Sunday classes are at 9:30 a.m. and 5:45 p.m.
Rev. Hoyett Larry Barnett, Pastor to the Deaf

When in Poughkeepsie, welcome to . . .

VASSAR ROAD BAPTIST CHURCH (SBC)
32 Vassar Road, Poughkeepsie, N.Y.

Interpretation for the deaf at all services
Dr. Charles M. Davis, pastor

The Deaf Department
FIRST BAPTIST CHURCH
1020 Lamar
Houston, Texas

Invites you to worship with us
while in our city.

Services, Wednesday 7 p.m.; Sundays, 9:30 a.m.
& 5:45 p.m. and special activities;

Special services for the deaf in the chapel.

E. Joe Hawn, minister

When traveling north, south, east or west,
eventually you will pass through Little Rock.
Why not stop and worship in the
Deaf Department of

FIRST BAPTIST CHURCH
1208 Louisiana Street, Little Rock, Ark.
Sunday: Sunday school 9:30 a.m.; worship
10:45 a.m.; evening worship 6:00 p.m.

A full program for the deaf.
Rev. Robert E. Parrish, minister to the deaf

THE FIRST BAPTIST CHURCH
217 Dill Ave., Frederick, Maryland
Robert F. Woodward, pastor
David M. Denton, interpreter
9:45 a.m., Sunday school for deaf
11:00 a.m., Morning worship service
interpreted for the deaf
A cordial welcome is extended.

22ND STREET BAPTIST CHURCH
6620 E. 22nd Street, Tucson, Arizona 85710
Phones 298-2850 and 886-6702

Pastor: Charles E. Pollard
Interpreters: Murray and Nancy Machen
Bible study, 9:30 a.m.; worship services, 11:00
a.m. and 7:00 p.m. All services interpreted
for the deaf, including all music.

Anyone traveling to or through Tucson will
find a cordial welcome.

FIRST BAPTIST CHURCH
14200 Golden West St., Westminster,
Calif. 92683

Sunday morning Bible study, 9:30; worship,
11:00. Sunday night Christian life studies,
6:00; worship service, 7:00.

Recreation and social calendar on request.
Pastor, Robert D. Lewis
Church phone 714-894-3349

Worship and serve with us at
FIRST BAPTIST CHURCH
510 West Main Avenue
Knoxville, Tennessee

Sunday: Sunday School 9:30 a.m.; Morning
worship 11:00 a.m.; Training Union 6:00 p.m.
Evening worship 7:00 p.m.

A Full Church Program for the Deaf
Rev. W. E. Davis, minister

**PHILADELPHIA BAPTIST CHURCH
& DEAF CENTER**

823 W. Manchester Ave.,
Los Angeles, Calif. 90044
Sunday Bible study, 9:30 a.m.; worship, 11:00
a.m. Deaf and hearing worshipping together.
Elder Sam Hooper, Melvin Sanders, teachers;
Willa G. Boyd, interpreter; William T.
Ward, pastor.

When near Louisville, Ky., welcome to
**FOURTH AND OAK STREETS BAPTIST
CHURCH FOR THE DEAF (SBC)**
Sunday School, 9:45 a.m.; Worship service,
10:55 a.m.; Sunday night service, 6:00 p.m.;
Wednesday night service prayer meeting,
7:15 p.m.

Rev. Joe L. Buckner, pastor and interpreter
Miss Sue Henson, interpreter

When in Washington, D.C., worship at . . .
THE BAPTIST CHURCH OF THE DEAF
8th & H Streets, N.W., Washington, D.C. 20001
Sunday School, 9:30 a.m. Worship, 10 a.m.
Francis C. Higgins, leader, 937-2507.

Church of Christ

WESTERN HEIGHTS CHURCH OF CHRIST
1912 N. Winnetka
Dallas, Texas 75208
Sunday—9:45 a.m.
Ralph D. Churchill, 941-4660

ROCKVILLE CHURCH OF CHRIST
1450 W. Montgomery Ave., Rockville, Md. 20850
Sunday Class, 10:00 a.m.; Worship Services,
11:00 a.m., 6:00 p.m.
Minister: Don Browning
Interpreter: Don Garner

In Los Angeles area, worship at . . .
MAYWOOD CHURCH OF CHRIST
5950 Heliotrope Circle
Maywood, California 90270
Sunday class 9:30 a.m., Worship service 10:30
a.m., 6 p.m. Wednesday Bible study 7 p.m.
Bob Anderson, Minister (213) 583-5328
Restoring Undenominational Christianity

When in Idaho, visit . . .
TWIN FALLS CHURCH OF CHRIST
2002 Filer Avenue East, Twin Falls, Idaho
Bible Study, 10:00 a.m.; Worship, 10:55 & 6 p.m.
Preacher: David Foulke
Interpreters: Jim and Sheila Palmer

Episcopal

When in Mobile, Alabama, or on way to
Florida stop and visit
**ST. MARK'S EPISCOPAL CHURCH
FOR THE DEAF**
St. Stephens Road and Craft Highway,
Toulminville
Services each Sunday at 10:30 a.m.
Rev. Silas J. Hirte

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ST. MARK'S EPISCOPAL**
1160 Lincoln St., Denver, Colorado
Tel. 534-8678
Open every Sunday at 10 a.m.
All Souls Guild meetings second Friday
night, 7:30 p.m.
All Souls Guild socials fourth Friday
night, 7:30 p.m.
Rev. Edward Gray

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in the United States
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426 West End Ave. near 80th St.
Services 11:30 a.m. every Sunday
The Rev. Jay L. Croft, Vicar
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New York, N. Y. 10024

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2323 Monroe Ave., Memphis, Tenn.
Worship service 11 a.m. every Sunday.
The Rev. Donald E. Leber
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OF GREATER HARTFORD**

679 Farmington Ave., West Hartford, Conn.
Services every Sunday at 7:30 p.m.; Fel-
lowship Guild, 4th Thursday at 7:00 p.m.

ST. GEORGE'S MISSION FOR THE DEAF
74 Federal St., New London, Conn.

Services: 2nd, 3rd, and 4th Sundays at
10:00 a.m.; Fellowship Guild, 1st
Saturday at 7:30 p.m.

ASCENSION MISSION FOR THE DEAF
1882 Post Rd., Darien, Conn.

Services: 1st, 2nd, and 3rd Sunday at
2:00 p.m.; Fellowship Guild, 4th
Saturday at 7:30 p.m.

The Rev. Ray Andersen, Vicar
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TTY (and voice) (203) 561-1144

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Robert J. Muller, pastor
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Worship Service, 10:30 a.m.
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Business meeting on 2nd Friday of month
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2109-15 Broadway
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Open noon to midnight
Thurs., Fri. Sat., Sun., holidays
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Anthony F. Sansone, vice president
Aaron Hurwit, secretary
Edward M. Kronick, treasurer

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Open Friday Evening, Business meeting-
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(Washington, D. C. Area)
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J. Raymond Baker, Secretary
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Alexandria, VA 22303

National Congress of Jewish Deaf

Alexander Fleischman, President
9102 Edmonston Court, Greenbelt, Md. 20770

Kenneth Rothschild
25 Wagon Wheel Rd., R.D. #1
Poughkeepsie, N.Y. 12601

* * *

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